DOCUMENT RESUME

ED 200 201 IR 009 234

AUTHOR	Varnet, Harvey
TITLE	An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System.
PUB DATE	78
NOTE	218p.: Legibility varies.
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Audiovisual Instruction; *Community Colleges; *Educational Resources; Educational Television; *Learning Resources Centers; Library Services; Library Standards; *Program Effectiveness; Questionnaires; Tables (Data); Two Year Colleges
IDENTIFIERS	*Massachusetts

ABSTRACT

The learning resources programs analyzed in this report include the library, audiovisual, television, and production services of 15 Massachusetts community colleges. The study is based on a questionnaire/checklist developed from the 1972 Association of College and Research Libraries (ACRL) guidelines for 2-year college learning resources programs with supplemental quantitative standards. The levels of effectiveness for individual colleges and the system as a whole are described, and recommendations are made for improving support and planning for learning resources services, staffing, budgeting, facilities, and other areas. The report presents the study methodology, a list of eight references, 15 tables of data, and the five appendices include the guidelines for 2-year college learning resource programs, supplemental quantitative standards, survey questionnaires for each college, library resources holdings for fiscal year 1978, and quantitative standards for Massachusetts community colleges. (Author/RAA)

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AN ANALYSIS OF THE LEARNING RESOURCES PROGRAMS PROVIDED BY THE FIFTEEN COLLEGES OF THE MASSACHUSETTS COMMUNITY COLLEGE SYSTEM

by

Harvey Varnet

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Abstract

This report analyzes the learning resources programs (library, audiovisual, television and production services) of the fifteen Massachusetts community colleges with the use of a questionnaire/checklist developed from the "Guidelines for Two-Year College Learning Resources Programs" and the supplemental "Quantitative Standards". Levels of effectiveness are described, both for the individual colleges and for the System as a whole. Recommendations for improvements in support and planning for learning resources services, staffing, budgeting, facilities and various other areas are made. The report includes 15 tables, a bibliography, and several appendixes.

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AN ANALYSIS OF THE LEARNING RESOURCES PROGRAMS PROVIDED BY THE FIFTEEN COLLEGES OF THE MASSACHUSETTS COMMUNITY COLLEGE SYSTEM

Introduction

The development of appropriate measurement instruments to assess the adequacy/inadequacy of community college learning resources programs has been a continuing problem. Genung and Wallace (1973), in their comprehensive review of the community college library, outline the history of the development of quantitative and qualitative standards. Over the years, these "standards" have been used, with little success, to attempt to assess the library/learning resources programs at various junior and community colleges. The very fact that the "standards" have developed into "guidelines" and that there is now being proposed a set of "quantitative aspects" of the guidelines highlights the continued problems of the field. Accrediting agencies, individual junior and community colleges and state systems have long been interested in the "measurement" process of learning resources programs. Both input and output measures of effectiveness continue to be of concern to the library profession.

Since the Massachusetts Community College System was established in 1960, there has never been an official or unofficial comprehensive study done of the learning resources programs provided by the fifteen community colleges. Also, the governing body, the Massachusetts Board of Regional Community Colleges, has not developed any official policy with respect to such services. This lack of a planned approach for providing learning resources programs at the various community colleges has for some time been "felt" to be a problem.

At present, learning resources programs at the various community colleges are administered in a variety of ways. For some years, the Massachusetts Community College System resembled more of a "federation" than a "system". Individual colleges provided learning resources programs in whichever ways they felt were appropriate to local need. While this approach has the advantage of responding to local conditions, the very fact that it was "localized" caused problems at some of the colleges where learning resources programs were underdeveloped and/or not properly implemented.

In the past several years, the Massachusetts Community College System has been moving more towards a centralized, systematic approach to administering the various fifteen community colleges. With the provision of $ 600,000 for educational media by the legislature for this year (Fiscal year 1979), a Task Force on Learning Resources was established to determine how this money was to be divided among the fifteen community colleges. The Task Force plans to continue to meet and work on various learning resources issues and problems. This study will be presented to the Task Force members to assist them with their deliberations.

Thus, with the movement away from a "federation" approach and towards a "systems" approach, an analysis of the present state of learning resources programs provided by the fifteen community colleges will hopefully serve as the first step in developing an overall plan for such services.

The necessity for such a plan seems to be more and more apparent. More money is being provided for educational media than in previous years. The "system" is becoming more centralized. And the Massachusetts Board of Regional Community Colleges' own Goals and Objectives statement indicates, in its section on Quality of Instruction, that library, audiovisual and television services are vital components in the instructional/learning process.

> "The most significant finding revealed by this study is that an institution's (substitute system's) philosophy concerning its learning resources program was displayed in organizational patterns and levels of service that were internally consistent (Dennison, 1978, p.128)".

If this is the case, the Massachusetts Community College System must develop a plan, a philosophy, if you will, that will assure the provision of quality learning resources programs at its member institutions. The present study seeks to describe what now exists in regard to learning resources programs provided by Massachusetts community colleges. From this beginning, plans can be developed so that learning resources programs can become well-supported, organized aspects of the education that each community college student receives.

The Problem

There is no rational, consistent provision of learning resources programs provided by the fifteen community colleges of the Massachusetts Community College System. No centralized plan presently exists for determining objectives and purposes of learning resources programs, how such programs should be organized and administered, what funding levels should be provided, what the various components of learning resources programs should be, and what services should be provided by such programs. Thus, the learning resources programs at each college have developed based on the perceived need of local college administrations for such services. At best, the development of learning resources programs throughout the System is uneven.

Related Literature

For all intents and purposes, the literature relating to analyzing learning resources programs is poorly done and of exceedingly limited utility. The basic works on learning resources programs (Veit, 1975; Allen and Allen, 1973; Hicks and Tillin, 1977; Burlingame, Fields and Schulzetenberg 1978), through their organization, outline the processes, functions and activities that compose such services. However, these works are most useful for establishing a learning resources program and not for analyzing such programs. They are not measurement instruments, and thus they can not be used as such.

The works that are most closely related to this study are those of Thomson (1975), Dale (1977) and Dennison (1978). Each chose to survey what she considered to be outstanding community college learning resources/library/media programs. None of the three visited a New England community college.

Thomson's survey was primarily concerned with investigating improved skills in administration. "It became obvious early in the development of the research, however, that no one group of these techniques was yet being applied (at least, not in a deliberate, data-controlled manner) in enough community college learning resource centers to permit a meaningful normative survey of the type proposed (p.v.)". Thus, Thomson centered her focus on the budget. She visited twenty-seven colleges and conducted open-ended interviews with various staff members. Thomson was primarily concerned with assessing budgetary impacts and aspects of learning resource center functional operations.

Dale visited thirty-one different community colleges. Her methodology was apparently to categorize those functions that were being performed by the various libraries. From her observations, Dale drew up a composite picture of the "typical" community college library as she had seen it.

Dennison too visited "library and media service" providers; her itinerary took her to twenty community colleges. The purpose of Dennison's study was to see if there was a relationship between type or method of organization of library/media services and the level of services offered. As did Dale, the techniques Dennison used were observation and informal interviews. One aspect, services, was measured against a six-point scale developed by Leverence and modified by Dale (in Dale, 1977).

Thus, with the exception of a portion of Dennison's study (the "services" part), none of the above authors measured the organization or the services being provided by the various learning resources programs against a "framework" or measurement instrument. The present study has done just that. That is, the "Guidelines for Two-Year College Learning Resources Programs" have been used as an analytical tool to measure the existing state of learning resources programs in the Massachusetts Community College System.

Hypothesis

The major working hypothesis of this study is that the learning resources programs provided by the fifteen Massachusetts Community Colleges do not meet the criteria established by the "Guidelines for Two-Year College Learning Resources Programs" and the supplemental "Quantitative Standards" of the "Guidelines".

The sub-hypotheses are that the learning resources programs provided by the fifteen Massachusetts Community Colleges do not meet the criteria established by the "Guidelines for Two-Year College Learning Resources Programs" and the supplemental "Quantitative Standards" of the "Guidelines" in the six separate areas of the "Guidelines". These areas are:

1. Objectives and Purposes,
2. Organization and Administration,
3. Budget,
4. Instructional System Components,
5. Services, and
6. Inter-Agency Cooperative Activities.

Thus, the sub-hypotheses serve to measure the effectiveness of the individual aspects of the various learning resources programs. The sum of the sub-hypotheses then serves as a measure of the program as a whole. And, the sum of all of the fifteen community college learning resources programs will provide us with a picture of the System's effectiveness as a whole.

Methodology

The methodology for testing the hypotheses stated above is as follows: From the "Guidelines for Two-Year College Learning Resources Programs" and the "Quantitative Standards", one hundred and six (106) major elements and thirty-one (31) minor or sub-elements have been identified. These elements were taken from the "Guidelines" and the "Quantitative Standards" that have been recently developed and recently published in their draft form in the March 1979 issue of College and Research Libraries News. These "elements" have been translated into a survey questionnaire that was the instrument against which the individual community colleges were measured (see Appendix C). The System, as a result of the individual college assessments, is rated as to the adequacy of learning resources programs that it provides. Thus, the analysis process consists of two steps: 1. individual college assessments, and 2. an assessment of the System as a whole. Weaknesses and strengths will be described in both phases of the analysis.

Because the survey questionnaire is composed of major and minor sub-elements, the scoring system for evaluation reflects these differences. Each major element identified at a community college is scored five (5) points, while each minor sub-element is scored one (1) point. The major and minor sub-element distributions by category and the possible scores are as follows:

Survey Questionnaire Elements and Scores

Section	major elements	minor elements	possible score
I Objectives and Purposes	3	5	20
II Organization and Administration	8	3	43
III Budget	7	8	43
IV Instructional System Components	33	12	172
V Services	54	3	278
VI Inter-Agency Cooperation Agencies	1	-	5
	106	31	561

Using this category-by-category analysis developed from the "Guidelines", it is possible to measure the adequacy of each aspect of a community college's learning resources program as well as measuring the program as a whole.

It is obvious from looking at the possible scores per category that this method of analysis applies considerable weight to Sections IV and V of the "Guidelines". It is the investigator's opinion that this score distribution is most appropriate. In effect, the components of a learning resources program, i.e. staff, facilities, equipment, materials, and the services of such a program are determined to be the key elements. The very essence of any learning resources program is the service that it provides. Without adequate services and the necessary components to provide such services, learning resources programs will most likely be passive in nature and inadequate at best. In addition, the emphasis placed on outputs (services) and the wherewithal to make these outputs possible again focuses the analysis on the main features of a learning resources program.

There are some weaknesses and/or limitations of this study. One such weakness is that this is the first approach of its type in the analysis of community college learning resources programs. The concept of using a quantifying or counting approach with what is essentially a qualitative set of guidelines is a new one. In addition to the weaknesses previously mentioned, there are five elements used in the survey questionnaire that are primarily subjective in nature. These are clearly marked on the Questionnaires by an asterisk..

The actual analysis of each college's learning resources program occurred at on-site visits. At each college, the head(s) of the learning resources program(s) were interviewed. Individual scores on the survey questionnaire were made by the investigator. In effect, the analysis methodology is composed of personal interviews conducted by the investigator that use the survey questionnaire as a type of checklist.

Thus, the learning resources programs at each college in the Massachusetts Community College System are analyzed using the only accepted national guidelines that presently exist, the "Guidelines for Two-Year Learning Resources Programs".

The study reports on the level of learning resources programs as they exist in the Massachusetts Community College System, establishing a present profile of such programs. Recommendations for establishing a central plan will be made to the Massachusetts Board of Regional Community Colleges. And, the applicability of using the "Guidelines" for this type of analysis is reported on. Comments, too, on the "Guidelines" themselves are made.

As well as a personal interest in this study by the investigator, there is considerable interest in the study by the Massachusetts Board of Regional Community Colleges and the New England Association of Schools and Colleges. As stated previously, the System is indeed becoming a system. Dr. Jules Pagano, President of the MBRCC, has expressed an interest in the eventual findings of the study, and has supported the study by providing the investigator with the time to accomplish the analysis. Also, the New England Association of Schools and Colleges, the accrediting agency for community colleges, has expressed through Dr. McCloud, Chief, Evaluation Committee, an interest in the methodology used for analysis. It is hoped that the study will have both specific utility in its assessment of one System's learning resources programs and general application (by establishing a useful analytical methodology) for the community college field.

In summary, this analysis of learning resources programs provided by Massachusetts Community Colleges has used the nationally accepted, qualitative "Guidelines for Two-Year College Learning Resources Programs" and the recently developed "Quantitative Standards" as the basis for developing a questionnaire that has provided a descriptive summary of the learning resources programs provided at each college. The Questionnaire methodology and its effectiveness will be commented on.

Findings - Major Hypothesis

The major working hypothesis of this study is that the learning resources programs provided by the fifteen Massachusetts Community Colleges do not meet the criteria established by the "Guidelines for Two-Year Learning Resources Programs" and the supplemental "Quantitative Standards" of the "Guidelines". Table 1 reveals that the hypothesis is substantially verified, both for the community colleges individually and collectively as a System.

Although not explicitly stated, the hypothesis implies that the criteria are to be met one-hundred percent. Given this goal, it is not surprising to learn that none of the community colleges meets the "Guidelines" adequately. What a system or an accrediting agency needs to establish is what is an acceptable level of performance - 100%, or 90%, or 80%, or 70%, etc. Once a "threshold" is established, a system can plan its total media services in conjunction with meeting that threshold as a minimum, acceptable level of performance. This concept implies that "adequacy" is an achievable operational level of performance rather than a desired "goal". Thus, the "Guidelines" as applied above serve as minimal or beginning standards to be met by learning resources programs at some pre-determined performance rate. In the case of the Massachusetts Community College System, where no "media plan" exists, and where the data in Table 1 indicates a diversity of performance levels, the lack of such a plan means that media services have and will develop in a

TABLE 1

QUESTIONNAIRE RESULTS

Section	I	II	III	IV	V	VI	Total
Possible Scores	20(%)	43	43	177	273	5	561
Berkshire	5(25)	13(30)	35(81)	104(59)	218(80)	5(100)	380(68)
Bristol	10(50)	28(65)	43(100)	154(87)	243(89)	5(100)	483(86)
Bunker Hill	14(70)	23(53)	35(81)	94(53)	213(78)	5(100)	384(68)
Cape Cod	10(50)	35(81)	35(81)	118(67)	217(79)	5(100)	420(75)
Greenfield	19(95)	33(77)	30(70)	139(79)	223(82)	5(100)	449(80)
Holyoke	5(25)	18(42)	37(86)	125(71)	238(87)	5(100)	428(76)
Mass. Bay	20(100)	43(100)	32(74)	121(68)	193(71)	5(100)	414(74)
Massasoit	5(25)	23(53)	37(86)	91(51)	198(73)	5(100)	359(64)
Middlesex	10(50)	37(86)	30(70)	108(61)	178(65)	5(100)	368(66)
Mt. Wachusett	5(25)	23(53)	43(100)	98(55)	243(89)	5(100)	417(74)
North Shore	10(50)	38(88)	38(88)	129(73)	208(76)	5(100)	430(77)
Northern Essex	10(50)	28(65)	40(93)	111(63)	198(73)	5(100)	392(70)
Quinsigamond	5(25)	18(42)	37(86)	75(42)	192(70)	5(100)	334(60)
Roxbury	10(50)	38(88)	36(84)	117(66)	198(73)	5(100)	404(72)
Springfield	5(25)	13(30)	30(70)	84(47)	173(63)	5(100)	310(55)
mean score	9.5	27.4	35.9	111.2	208.9	5	398.1
standard deviation	4.79	9.31	4.06	20.46	21.10	0	42.97
System totals possible scores	300	645	645	2655	4095	75	8415
actual scores	143(48)	411(64)	538(83)	1668(63)	3133(77)	75(100)	5972(71)

rather unorganized manner. Such services at each of the community colleges then become a reflection of that institution's commitment to its learning resources program. Again, Table 1 reveals that the commitments to learning resources programs in the System's colleges are often not as strong as they should be.

Collectively, the scores for the System as a whole are:

Section I 143 = 48% effectiveness
Section II 411 = 64% effectiveness
Section III 538 = 83% effectiveness
Section IV 1668 = 63% effectiveness
Section V 3133 = 77% effectiveness
Section VI 75 = 100% effectiveness
Total 5972 = 71% overall effectiveness rate

If one establishes an artificial minimal level of effectiveness at seventy-five percent (75%), then the System is adequate for Sections III, V and VI. However, Section III relates to budgets. Seeing as how only three of the fifteen community colleges' learning resources programs are funded at the seven-to-twelve percent level, it is clear that the key aspect of performance in Section III is really only effective at a twenty percent (20%) level. This then leaves Sections V and VI as minimally acceptable at the arbitrary level of seventy-five percent. Section VI is a single scoring element in the Questionnaire. This does not mean to imply that it is unimportant, but its relative importance is certainly much less than the other five sections. Thus, if one were to raise the artificial minimum performance level only five percentage points, only one area of the System's learning resources programs would be considered adequate.

Although previously mentioned, the continued and obvious weakness in the System is its lack of centralized planning for learning resources programs. The analysis that follows of each of the sub-hypotheses illustrates this point clearly.

Findings - Sub-Hypothesis I - Objectives and Purposes

As has been previously mentioned, the lack of a system-wide plan for Massachusetts Community Colleges presents certain problems. Table 2 is a summary of Section I of the Questionnaire.

Each of the community colleges does provide a learning resources program. Print and non-print materials, equipment to use these materials, and staff to handle the use of resources and services are provided in varying levels of quantity and quality.

The "Guidelines" indicate that it is preferable to have the learning resources program under one administrative officer. "The effect of combining all learning resources programs under one administrative office provides for the maximum flexibility, optimum use of personnel, material, equipment, facilities and systems to permit increased opportunities for the materials best suited for the user's needs (p.4)". Again, it is clear that without a centralized plan of organization, learning resources programs are organized in a variety of ways. Table 2 reveals that eight of the community colleges have all learning resources programs under one administrative officer. Six of these eight community colleges have total scores which fall above the mean score for the System. In the investigator's view, the ability of "LRC" directors to marshal resources and staff to meet fluctuating needs for these resources and services was much

TABLE 2

Questionnaire Results - Section I - Objectives and Purposes

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
Question #1	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
2	x	a	x	a	a	x	a	x	a	x	a	a	x	a	x	8
3	x	x	a	x	a	x	a	x	x	x	x	x	x	x	x	3
a	x	x	a	x	a	x	a	x	x	x	x	x	x	x	x	3
b	x	x	a	x	a	x	a	x	x	x	x	x	x	x	x	3
c	x	x	a	x	a	x	a	x	x	x	x	x	x	x	x	3
d	x	x	a	x	a	x	a	x	x	x	x	x	x	x	x	3
e	x	x	x	x	x	x	a	x	x	x	x	x	x	x	x	1
Total Score	5	10	14	10	19	5	20	5	10	5	10	10	5	10	5	

a = an affirmative evaluation or response
x = a negative evaluation; or no information available; or (in separate facilities) one response yes, one response no

TABLE 2A

QUESTIONS FOR TABLE 2

1. A learning resources program is provided.

2. The learning resources program is under one administrative officer.

3. There is a written statement of defined purposes and objectives; this statement includes

    a. The LR program is geared to the improvement of students;
    b. That a wide variety of materials are available for use in the instructional process;
    c. That the LR staff works with faculty on instructional development;
    d. That a wide variety of services are provided;
    e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia.

greater than in the community colleges where "separate" organizational structures existed. Indeed, it seems that "equal" staffing in terms of total numbers for both the LRC's and the separate-type organizations means that the LRC's are better-staffed - personnel from one area or department can be placed in another area or department when they are needed. This is not so in "separate" organizations where there may be duplication of efforts and ineffective utilization of personnel.

Question 3. addresses itself to a written statement of the purposes and objectives of a learning resources program as presented from the college administration's point of view. As can be seen from Table 2, only three institutions have formalized their concept of what the learning resources program should be. This reflects the lack of a System plan, and is somewhat the reason why the learning resources programs have developed in such various ways. The first activity of management is to plan. Yet, in the area of learning resources in the community colleges, planning on an institutional basis has obviously not been of major importance.

Section I of the Questionnaire is the only part in which the median score for the System falls below fifty percent of the total possible score. It seems clear that both the Board and the individual community colleges need to develop and articulate policies and plans which will place learning resources programs in the proper context regarding their roles in the educational process. Until this happens, the situation will continue to reflect the variances that we now see.

In summary, the hypothesis for Section I, Objectives and Purposes, is supported.

Findings - Sub-Hypothesis II - Organization and Administration

Question 1. of Section II again points out the problem of lack of adequate, formalized plans for learning resources programs. (See Table 3 for summary results of Section II.) Only seven of the fifteen community college libraries and/or audiovisual departments and/or learning resources centers have decided to submit their programs to written statements. Without pressure to do so centrally, institutions and personnel in learning resources programs do not feel compelled to formalize their organizations and operations. At each of the community colleges visited, various learning resources directors (be they LRC directors, librarians or audiovisual/media directors) were able to provide the investigator with copies of job descriptions. However, these were not often placed in the context of the learning resources program as a whole, what it was supposed to do, how it was supposed to accomplish its goals, and what roles personnel played in achieving such goals. If planning in and of itself is a key and important activity, then the apparent lack of planning activity seems to be a serious problem.

Question 2. reflects the bias of the Questionnaire as it relates to the "Guidelines". Where there was no single administrative officer for learning resources, this question was scored in the negative. However, with only one exception, all of the LRC directors, librarians and audiovisual/media directors report to the academic dean at their institution.

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TABLE 3

Questionnaire Results - Section II - Organization and Administration

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	No. Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
Question # 1	x	x	a	a	x	x	a	a	x	a	a	x	x	a	x	7
2	x	x	x	a	a	x	a	x	a	x	a	a	x	a	x	7
3	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
4	x	a	a	a	a	a	a	a	a	x	x	x	a	a	x	10
5	x	a	x	a	a	x	a	x	a	x	a	a	x	a	x	8
6	x	x	x	x	x	x	a	x	a	a	a	x	x	x	x	4
7	x	a	x	a	a	x	a	x	a	x	a	a	x	a	x	8
8	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
a	a	a	a	x	a	a	a	a	a	a	a	a	a	a	a	14
b	a	a	a	x	a	a	a	a	a	a	a	a	a	a	a	14
c	a	a	a	x	a	a	a	a	x	a	a	a	a	a	a	13
Total Score	13	28	23	35	33	18	43	23	37	23	38	28	18	38	13	

TABLE 3A

QUESTIONS FOR TABLE 3

1. There is a written statement clearly defining the responsibilities and functions of the LR program, the chief administrator and department heads.
2. The LR chief administrator reports to the instructional officer of the college.
3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings.
4. There is a LR committee of faculty and/or students.
5. The LR chief administrator is responsible for the administration of the LR program.
6. There is a LR staff manual outlining policies, procedures and duties.
7. The LR chief administrator prepares and implements a budget for a LR program..
8. Statistical reports are made; some of these reports cover:

   a. Acquisition of materials and equipment;
   b. Use of materials and equipment;
   c. Annual expenditures.

One LRC director reports to the president. If indeed learning resources programs are established to support and enrich the curriculum, then the results of Question 2 represent an important strength in the System.

With virtually no exceptions, learning resources personnel are involved in committee work. Thus, they are seen as being active members of the academic community. This, too, represents a System strength.

Ten of the community colleges have "faculty" committees for learning resources (library committees, media committees, etc.), all of which are open to students. The effectiveness of these committees range from very useful and helpful to being a "paper" committee. Accrediting agencies insist that there be such a committee, and it would be beneficial for each community college to have an active, interested group of faculty and students for learning resources personnel to consult with. A learning resources committee has to be formed, so it should be developed into a positive force for the betterment of the college as a whole.

Question 5. again represents the "one administrator" bias of the "Guidelines," and thus each community college without such an organization was scored negatively. However, in either "integrated" or "separated" facilities, the directors were in control of their area's operations.

Question 6. highlights once more the lack of formal operations in the System. Only four of the community colleges had operational staff/procedures manuals, and even these left much to be desired. Not one of the audiovisual/media departments had such a manual. Most directors saw the need for such a manual, but they indicated the time for developing one was given over to other activities. Staff/procedure manuals are useful as training tools and as written records of a program's activity. The lack of these in the System is a weakness.

Question 7. also represents the "one administrator" bias of the "Guidelines", with the same scoring procedure being followed as in Questions 2. and 5. above. Learning resources personnel are asked to submit budgets, and they do so.

Virtually everyone connected with learning resources in the System submits some type of statistical reports. Much of the information reported to various bodies is very useful, but as of yet the Board has not seen fit to establish a central file for collecting all of these reports. Such a file could serve a variety of useful functions, including public relations notices and support information for budgetary requests.

The mean score for Section II is 27.4. This score represents an effectiveness rate of sixty-four percent. With more centralized and local planning activity, both this area of learning resources programs and the preceding area (Section I's effectiveness ratio is forty-eight percent) could be greatly improved.

In summary, the hypothesis for Section II, Organization and Administration, is supported.

Findings - Sub-Hypothesis III - Budget

The recently published "Quantitative Standards" that are supposed to serve as a supplement to the "Guidelines" indicate that "a fully-developed Learning Resources Program will usually require from seven to twelve percent of the Educational and General Budget of the institution...(p.4)." As is apparent from Table 4, only three institutions meet this criterion. Table 5 indicates the actual System and college budgets for learning resources programs for Fiscal Year 1978; enrollment for full-time-equivalent day students is also indicated (this is the basis for funding the total college).

While the figures presented in Table 5 are actual operating expenditures, they are somewhat misleading as to the System's support of learning resources programs. Each community college received $ 3,855 from the federal government's Title IIA Library Resources program. In addition, the State of Massachusetts appropriated $ 125,000 for Educational Reference Materials for the purchase of books, audiovisual and other media materials. These figures subtracted from the System Totals as presented in Table 5 indicate that the percentage of "System" money allocated to learning resources programs is actually 5.1 percent, nearly two percentage points below the recommended minimum.

While the amount of funding determines the quantity and quality of services, it should be noted that three institutions do not even reach the five percent level; they

TABLE

Questionnaire Results - Section III - Budget

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
Question #1	x	a	x	x	x	x	x	x	x	a	x	a	x	x	x	3
2	a	a	a	a	x	a	x	a	x	a	a	a	a	a	x	11
3	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
b	x	a	x	a	x	a	a	a	x	a	a	x	a	x	x	8
c	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
d	a	a	a	x	a	a	a	a	a	a	a	a	a	a	x	2
e	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
f	x	a	x	x	x	a	x	x	x	a	a	x	x	a	x	5
g	a	a	a	x	a	a	a	a	a	a	a	a	a	a	a	14
h	x	a	x	a	x	x	a	a	x	a	a	x	a	x	a	8
4	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
5	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
6	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
7	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
Total Score	35	43	35	35	30	37	32	37	30	43	38	40	37	36	30	

A

TABLE 4A

QUESTIONS FOR TABLE 4

1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.

2. The LR budget is the end result of institutional planning for such services.

3. The LR program has a separate budget; categories include

    a. Salaries;
    b. Student wages;
    c. Purchase/Rental of materials and equipment;
    d. Production of instructional materials;
    e. Supplies;
    f. Contractual services;
    g. Repair/replacement of materials and equipment;
    h. Travel.

4. LR expenditures are initiated in the LR unit.

5. Bidding requirements for materials are non-restrictive.

6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process).

7. Equipment purchased is based on instructional need.

TABLE 5

BUDGET DATA FOR FISCAL YEAR 1978

	FTE DAY enrollment	College budget	LR budget*	LR budget/ college budget
Berkshire	1,357	2,549,148	135,708	5.3%
Bristol	1,667	2,892,884	269,371	9.3
Bunker Hill	2,079	3,081,381	110,706	3.5
Cape Cod	1,532	2,657,862	135,949	5.1
Greenfield	1,164	2,433,525	138,059	5.6
Holyoke	2,594	4,034,000	223,276	5.5
Mass. Bay	1,692	2,801,498	180,992	6.5
Massasoit	2,000	3,034,209	162,100	5.3
Middlesex	1,266	1,809,785	100,671	5.5
Mt. Wachusett	1,500	2,676,479	224,560	8.3
North Shore	2,045	3,775,853	172,211	4.5
Northern Essex	2,631	3,562,281	255,050	7.1
Quinsigamond	1,743	2,934,181	162,740	5.5
Roxbury	552	1,455,075	101,757	6.9
Springfield	3,181	5,051,857	127,203	2.5
System Totals	27,003	44,750,018	2,500,353	5.5%

*Where separately administered library and audiovisual facilities exist, the budgets were combined to form one learning resources budget figure.

are Bunker Hill, North Shore and Springfield. In particular, the Springfield situation is quite bad, for even basic audiovisual services provided at every other institution are practically non-existent at Springfield.

Again, due to lack of centralized planning, it is clear that the System needs to assess its support of learning resources programs. In the investigator's opinion, insufficient funding has led to passive rather than active services at several of the community colleges. If learning resources services are an integral part of education, and the Board says that they are, the Board must re-evaluate its commitment to these programs.

Four of the fifteen community colleges indicated that while they prepared budgets, they were not involved in the actual determination of how much money they received from their institution (Question 2). In light of the actual dollars expended, regardless of what percent of the college budget is represented, this seems a practice in need of modification; steps should be taken to remedy this situation.

Every institution has a separate budget, as indicated in Question 3. Not all budgets are organized exactly alike, but for the most part essential categories of expenditures are indicated and funded as the institution deems appropriate (and not necessarily as the learning resources personnel deem appropriate). Also, the expenditure of funds (Question 4) is initiated in the learning resources units, an appropriate and well-placed activity.

Because the State of Massachusetts has bidding requirements which do not seem prohibitive, the System is in full support of such practices. And, each learning resources unit in the fifteen community colleges purchases materials (Question 6) and equipment (Question 7) on a regular, ongoing basis in support of instructional needs.

Thus, the mean score for Section III, Budget is a high 35.9, or eighty-three percent of the possible score. This is somewhat misleading because the total affirmative score for Question 1, is three, or twenty percent. While the remainder of Section III is important, it is Question 1. which is most important, for this question establishes what the level of actual financial support is.

In summary, the hypothesis for Section III, Budget, is supported.

Findings - Sub-Hypothesis IV - Instructional System Components

Part A, Staff

Questions 1. and 2. of this part address the issue of competent professional staff. Those community colleges that have "one administrator" were scored in the affirmative on Question 1. In the period of time the investigator was on each campus, an analytical assessment of the abilities of professional staff members was not possible, nor was it in the purview of this report. Thus, the educational qualifications of professional staff (Question 5.) served as the primary consideration in scoring Questions 1. and 2.

The "Quantitative Standards" supplement to the "Guidelines" served as the basis for determining adequacy for Question 3. As can be seen from Table 6, all of the community colleges are "adequate" in terms of having enough professional staff. However, as can be seen from Table 7, the actual numbers range from three to six. Comments on using the "Quantitative Standards" formula for assessing the adequacy of numbers of professional staff are found later in this report.

Question 4. again reflects the "one administrator" concept of the Guidelines, with only those institutions having such an organization scoring in the affirmative. The potential problem that this question addresses, having two or more reporting responsibilities, does not exist in the System.

Questions 6. and 7. address status, benefits and

TABLE 6

Questionnaire Results - Section IV - Instructional System Components

Part A - Staff

Question	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
1	x	a	x	a	a	x	a	x	a	x	a	x	x	a	x	7
2	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
3	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
4	x	a	x	a	a	x	a	x	a	x	a	a	x	a	x	8
5	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
6	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0
a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0
b	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
c	a	[illegible]	a	a	a	a	a	a	a	a	a	a	x	a	a	14
d	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
e	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
f	x	a	a	a	a	a	x	x	a	a	a	x	a	a	a	11
g	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
7	a	a	a	a	a	a	a	a	x	x	a	x	a	a	a	12
a	x	x	a	x	x	a	x	x	x	x	a	x	x	x	a	4
b	x	x	x	x	x	x	x	x	x	x	a	x	x	x	x	1
8	x	x	x	x	a	x	x	x	x	x	x	x	x	x	x	1
9	a	a	x	x	a	a	a	a	x	a	a	a	x	x	x	9
10	a	a	x	a	a	a	x	x	x	x	a	x	x	x	x	6

TABLE 6A

QUESTIONS FOR TABLE 6

1. The LR chief administrator is knowledgeable about all media services provided at the college.

2. The LR unit heads are knowledgeable about their areas of operation.

3. There is an adequate number of LR professional staff.

4. All LR staff ultimately report to the LR chief administrator.

5. Professional staff members have degrees and/or experience appropriate to their position.

6. Professional staff members have faculty status, benefits and obligations; this includes.

   a. Tenure;
   b. Sick leave;
   c. Sabbaticals;
   d. Vacation;
   e. Retirement;
   f. Provisions for professional development;
   g. Pro-rated 12 month compensation.

7. Professional development is expected of all LR staff; the administration provides:

   a. Consultants for staff development sessions;
   b. Travel funds for regular attendance at meetings, workshops, etc.

8. Teaching assignments are considered dual loads, and are calculated as such.

9. There is an adequate number of LR support staff.

10. There is an adequate number of student assistants.

TABLE 7

STAFFING PATTERNS

	Professional		Support		Total
	LRC or Library	AV	LRC, or Library	AV	
Berkshire	2	1	3.5	2.5	9
Bristol	5		8		13
Bunker Hill	2	1	3	1	7
Cape Cod	4.5		4.5		9
Greenfield	5		6		11
Holyoke	4	1	6	5	16
Mass. Bay	6		5		11
Massasoit	2	1	3	1	7
Middlesex	3		3.5		6.5
Mount Wachusett	2	4	3	6	15
North Shore	5.5		12		17.5
Northern Essex	4		5		9
Quinsigamond	2	1	2	2	7
Roxbury	4		1		5
Springfield	3		4.5		7.5
System Totals	54	9	70	17.5	150.5

obligations, and professional development opportunities. In the Massachusetts Community College System, learning resources personnel do not hold faculty rank, nor are they entitled to tenure. The reasons as to why tenure is not available are unclear, for tenure is available to others employed in state college and university learning resources centers and libraries. This represents an inconsistency among the higher education segments in Massachusetts. The usual "package" of benefits is available to learning resources personnel, including sick leave, vacation, retirement and compensation rates.

In the area of professional development, the System is quite inconsistent. Questions 6.f. and 7. indicate that eighty-percent of the directors interviewed felt that professional development was important and should be expected. In an era when librarianship and educational technology are changing so rapidly, this expectation seems to be most appropriate. However, when it comes to making available the means for such development (Questions 7.a. and 7.b.), the System is less than supportive. Practically all that is offered by directors to their staffs is "time off" for attending meetings. Money for regular travel to conferences, workshops, institutes, etc. is simply not available. And travel outside of Massachusetts is not encouraged. So, while professional development is expected of learning resources personnel, they must find ways to accomplish this on their own with very little help from their individual colleges. While the directors meet regularily to discuss issues, problems, etc., these and other opportunities just do not exist for other professional staff.

On occasion, learning resources personnel are called upon to teach a course or courses during the day. When this occurs, the preparation time for course development, correcting of tests, papers and other assignments is not deducted from the regular work schedule. In other words, learning resources personnel are called upon to teach and to continue to perform all of their regular duties. The only exception to this situation is at Greenfield, where the media staff teach the media program and are treated basically as an academic department.

Question 9. assesses the adequacy of numbers of support staff based upon the "Quantitative Standards" supplement to the "Guidelines". Nine of the community colleges are adequately staffed, while six are not. The numbers of support staff (see Table 7) range from one, at Roxbury, to twelve. The "Quantitative Standards" call for a minimum of four. Again, because there is no centralized staffing plan, the ratios and numbers of professional and support staff are uneven.

In a System where many of the students enrolled are in need of economic assistance and receiving financial aid, it is surprising to find that only six of the community colleges have enough student aide assistance. Student assistants, though no substitute for full-time support staff, are an important component in the running of learning resources programs. Learning resources programs should have more access to having students assigned to their programs, and financial aid officers should be made aware of this situation.

Part B, Facilities

The physical facilities of the community colleges are of two distinct types. Nine of the colleges are in newly built facilities. For the most part, learning resources personnel had some input into both library and audiovisual/media area design and, where appropriate, the design of other campus areas. The other six campuses are either in rented facilities or existing facilities that were purchased. Middlesex, North Shore and Roxbury rent, while Mass. Bay, Quinsigamond and Springfield are in purchased, but older, facilities. Questions 1. and 2. reflect the "one administrator" bias of the "Guidelines", and that accounts for the scores on Table 8. Most learning resources personnel have had input into facilities design or arrangement. However, a few of the community colleges have allocated space to learning resources without adequate short-term or long range planning.

The formula for adequate space determination was that used by the "Quantitative Standards" supplement to the "Guidelines". Only two facilities have adequate space! Considering how many new campuses there are, this is an amazing figure. Some facilities initially had adequate space, but they have had to give some space up for other college functions. And some colleges have never had appropriate space, apparently by deliberate design. If

TABLE 8

Questionnaire Results - Section IV - Instructional System Components

Part B - Facilities

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
Question # 1	x	a	x	a	a	x	x	x	a	x	a	a	x	a	x	7
2	x	a	x	x	a	x	x	x	a	x	a	a	x	a	x	6
3	x	a	x	x	x	x	x	x	x	a	x	x	x	x	x	2
4	a	a	a	a	a	a	a	a	x	a	a	x	x	a	a	12
5	x	a	x	x	a	x	a	x	a	x	a	a	x	a	x	7
6	a	a	x	a	a	a	x	x	x	a	x	a	x	x	a	8
7	a	a	a	a	a	a	a	a	a	a	a	x	x	a	a	13

TABLE 8A

QUESTIONS FOR TABLE 8

1. The LR chief administrator is involved in all LR facilities planning activities.
2. The LR chief administrator is involved in all other facilities planning where LR are to be used.
3. There is adequate space provided for LR program.
4. Space is provided in LR facility for various learning situations.
5. LR facilities are centrally administered by the LR chief administrator.
6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials.
7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities.

learning resources are to be effective in the "learning" process, then a re-assessment of space provided to library, audiovisual and television functions throughout the System should be made.

Most of the colleges are able to provide for various learning situations and activities in either their learning resources center, audiovisual, television or library areas (Questions 4. and 7.). Also, for the most part, facilities are fairly well-designed despite the sometimes lack of space (Question 6.). And, the director of the department usually has control of the administration of the area (Question 5.).

Part C, Equipment

Every community college has instructional equipment (Table 9.). However, only sixty percent of the colleges administer their equipment centrally. In some institutions, academic departments are allocated funds from which they may purchase equipment. Often, the purchase of this equipment is made without consulting the appropriate learning resources personnel. This can be a serious problem, for at each institution the appropriate department (usually the audiovisual department) has the responsibility to repair all such equipment. If equipment is purchased for which there are no spare parts kept in stock, or if the equipment is not of sufficient quality to withstand use, the learning resources personnel are looked to for solving the problem. In such cases, a classic "responsibility

TABLE 9

Questionnaire Results - Section IV-Instructional System Components

Part C - Equipment

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
Question 1	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
a	a	a	a	a	a	a	x	x	a	a	x	x	x	a	x	9
b	a	a	x	x	x	a	a	x	x	a	x	a	x	x	x	6
c	a	a	a	a	a	a	a	a	a	a	a	x	a	x	x	12

TABLE 9A

QUESTIONS FOR TABLE 9

1. There is Instructional Equipment: it is

   a. Centrally administered;
   b. Provided in adequate number;
   c. Sufficient for minimum level for production.

without authority" situation arises, and the learning resources personnel are in a no-win situation no matter what the resolution. Centralized instructional equipment administration should be established at all of the community colleges.

Questions 1.b. and c. are assessed according to the "Quantitative Standards" supplement to the "Guidelines". The results for Question 1.b. are somewhat misleading, for the "Quantitative Standards" seem to be somewhat demanding in terms of numbers of various pieces of equipment needed. This concern will be addressed later in the report.

Part D, Materials.

Thirteen of the fifteen community colleges have adequate materials holdings (Question 1., Table 10), with only the two newest institutions not able to meet the "Quantitative Standards". However, only three institutions have the materials in the appropriate distribution by category as called for. And, only one institution (and that was only for last year) meets the requirement for annual growth rate. The appropriateness of the "Quantitative Standards" for materials holdings can be questioned, especially with regard to its *print* emphasis. The Council of Library/ Learning Resources Directors for the Massachusetts Community College System has recently developed its own standard (see appendix E). This standard is based on the concept of an instructional resource unit (IRU), and it is inherently

TABLE 10

Questionnaire Results - Section IV-Instructional System Components

Part D - Materials

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
Question 1	a	a	x	a	a	a	a	a	a	a	a	a	a	x	a	13
2	x	a	x	x	x	a	a	x	x	x	x	x	x	x	x	3
3	x	a	x	x	x	x	x	x	x	x	x	x	x	x	x	1
4	a	x	a	a	x	a	a	x	x	x	a	a	x	a	x	8
5	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
6	x	a	x	x	a	a	x	x	a	x	x	x	x	a	x	5
7	x	a	x	x	a	x	a	x	a	x	a	a	x	a	x	7
8	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
9	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
10	x	a	a	x	x	a	x	x	x	x	x	x	a	x	x	4
11	a	a	a	a	a	a	a	a	x	a	a	a	a	x	a	13
12	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
13	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
14	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
15	x	x	a	a	a	a	a	a	a	a	a	a	x	a	a	12

TABLE 10A

QUESTIONS FOR TABLE 10

1. There is an adequate number of materials available.
2. The materials are properly distributed among the various categories.
3. The annual growth rate of the collection is at least five (5) percent.
4. There is a written statement of acquisition and production of materials.
5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
6. All materials are organized for use.
7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others).
8. There is a "board" policy concerning gifts to the LR program.
9. The LR staff comply with copyright procedures.
10. There are local, regional, national and international newspapers available.
11. Government documents are collected.
12. Pamphlet/vertical files are maintained.
13. Recorded and other media are available.
14. Materials are properly cared for, conserved, repaired and weeded.
15. The LR program serves as the college archives.

more flexible than that of the "Quantitative Standards" formula.

Reflecting again the lack of emphasis on written, formalized planning, Question 4. points out that only eight of the institutions have written acquisition/production statements. Those plans that do exist do not seem to adequately address the problem of collection development, for they are more like statements of philosophy than a plan of action. With ever-increasing amounts of materials being produced, and with the continued inflation rate, an adequate collection development plan for each community college should be developed.

Every institution acquires materials (Question 5.), either through purchase, rental, production or as gifts. However, in two-thirds of the community colleges not all of the materials are organized for use (Question 6.). As in the area of instructional equipment described above, some academic personnel can acquire materials without having to go through learning resources personnel. Thus, departmental collections of materials have developed which are only accessible to those who "know" about them. This practice should be ended, and all materials should be purchased and cataloged for accessibility by learning resources personnel before they are distributed to an academic department. This would effectively eliminate duplication of materials and also ensure that maximum use per dollar expended would occur.

Question 7. again reflects the "one administrator" concept espoused by the "Guidelines". However, for funds under the control of learning resources personnel, the final decisions for purchasing rest within the learning resources area.

The Board is the authority that accepts all gifts to the college and/or the System, and therefore the scores on Question 8. reflect this practice. For Question 9., all learning resources personnel interviewed indicated that they were aware of recent copyright law changes and that they were in compliance with such changes.

Only four institutions scored in the affirmative on Question 10. While every institution had local, regional and national newspapers available for students and faculty, most did not subscribe to an international newspaper. The necessity for such a subscription can be questioned; but, if it is the job of a community college to expose its students to various cultures, then in this context the availability of at least one foreign newspaper might be desirable.

Only two institutions do not make a point of collecting government documents (Question 11.); and, all of the community colleges have pamphlet/vertical files (Question 12.) and recorded and other media available (Question 13.). Also, each institution seems to do a creditable job at caring for its materials collections (Question 14.).

Twelve of the community college learning resources programs (usually in the library area) serve as the college archives (Question 15.). However, in the true sense of an archive as a storage place for most of the written records of an institution, there are virtually none in the institutions. Due to the nature of some of the documents that might or should be preserved, the place for a college archive may or may not be the library. Wherever the appropriate place is, an archive should be formally established at each of the community colleges. The Board, too, should have such an archive.

Instructional system components represent one of the two most important parts of the Questionnaire. While it is gratifying to note the many positive features described above, it is also somewhat disappointing to note the seriousness of some of the weaknesses described. Efforts can and should be made to improve the areas of the personnel space, equipment and resources in the various community colleges. A System rating of sixty-three percent effectiveness in the Instructional System Components area is not an acceptable performance level.

In summary, the hypothesis for Section IV, Instruction System Components, is supported.

Findings - Sub-Hypothesis V - Services

The reason for any learning resources program to exist - be it a library, audiovisual, television, graphics and/or production program - is to provide services needed to support, enrich and enhance the curriculum of the college. It is gratifying to see such a wide range of services being provided by the community college learning resources units. The list of services used on the Questionnaire was developed mainly from the "Quantitative Standards" supplement to the "Guidelines", and the list is quite comprehensive. Tables 11-15 summarize the results for Section V, Services.

Question 1. indicates that very few community colleges have proper facilities for all components of the learning resources program. In some cases, this is due to the actual physical structure of the facilities. In other cases, space has been taken away from various learning resources areas. Because of these problems, the learning atmosphere at many community colleges in the learning resources areas is not what it should be (Question 2.). Facilities do tend to be clean and well maintained (Question 4.), but this only serves as less of a negative factor regarding the learning and service environment.

In all except one institution (shortly to be corrected by hiring a staff member), professional staff are available to assist students and faculty in the use and development of learning resources. While none of the learning materials are restricted from faculty use, several colleges restrict

TABLE 11

Questionnaire Results - Section V - Services

Question	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
1	x	a	x	a	x	a	x	x	x	a	x	x	x	x	x	4
2	x	a	x	a	a	a	x	x	x	a	a	x	x	x	a	7
3	a	a	a	a	a	a	a	a	x	a	a	a	a	a	a	14
4	a	a	x	a	a	a	a	x	a	a	a	x	x	a	a	11
5	a	a	a	x	x	a	x	a	a	a	x	a	x	a	x	9
6	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
7	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
8	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
9	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
10	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
11	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15

TABLE 11A

QUESTIONS FOR TABLE 11

1. Proper facilities are available for LR services to be rendered.
2. Proper atmosphere exists for LR services to be effective.
3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development.
4. LR facilities are clean and well-maintained.
5. LR materials circulate to students for out-of-building use.
6. LR materials circulate to faculty for out-of-building use.
7. Materials are borrowed from other library/media facilities.
8. Materials are loaned to other library/media facilities.
9. Periodicals, both current issues and backfiles, are available for use.
10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use.
11. Microforms are available for use.

students' use of audiovisual materials to "in-house" use only (Questions 5. and 6.).

All of the institutions: are involved in inter-library borrowing and loaning activity; have current issues and backfiles of periodicals for use, often on microfilm; have ephemeral and other printed matter available (pamphlets, brochures, etc.); and have audiovisual materials available for use (Questions 7. through 12.). Four of the community colleges, by virtue of lack of facilities, can not accomodate group use of audiovisual materials in the learning resources area (Question 13.). Only two institutions do not loan materials to community (non-student) members (Question 14.). This is an activity encouraged by the Board, and all institutions should be accessible to community residents. Each institution will loan materials to students and faculty of other institutions (Question 15. - see also Findings - Sub-Hypothesis VI - Inter-Agency Cooperative Activity), and fourteen of the fifteen colleges will conduct tours of their facilities (Question 16.). Also, again due to either lack of facilities or loss of space, only seven of the learning resources units can host group meetings (Question 17.).

Questions 18. through 28., with the exception of Question 26., represent the normal types of services found in libraries. As can be seen from Table 12. and 13., these services are readily available to those who need them. Indeed, this range of services is one of the strong points of the System's learning resources programs.

TABLE 17

Questionnaire Results - Section V - Services (continued)

Question	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
12	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
13	a	a	a	a	a	a	x	x	a	a	a	a	x	a	x	11
14	a	a	a	x	a	a	a	a	a	a	a	a	a	x	a	13
15	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
16	a	a	a	a	a	a	a	a	a	a	a	x	a	a	a	14
17	a	x	x	a	x	a	x	x	x	a	a	a	x	a	x	7
18	a	a	a	a	a	a	a	a	a	a	x	a	a	a	a	14
19	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
20	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
21	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
22	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15

TABLE 12A

QUESTIONS FOR TABLE 12

12. Audiovisual materials are available for use.

13. In-house group use of audiovisual materials can be accomodated.

14. Direct loans are made to community (non-student) members.

15. Direct loans are made to students and faculty of other institutions.

16. Group tours of LR facilities are available to campus visitors.

17. Group meetings can be accomodated in LR facilities.

18. Telephone reference service is provided.

19. Assistance with research projects is provided.

20. For students, faculty and staff, directional reference questions are answered.

21. For students, faculty and staff, brief, ready reference service is available.

22. For students, faculty and staff, extensive reference service is available.

Because of the size of the libraries in the System, and also the costs of such services, on-line, computerized reference services to various data bases are not yet available in the System (Question 26.). Several colleges have made use of existing facilities in other institutions, however. As the costs for these services continue to decrease, they may in the near future become feasible for some of the community colleges.

Because such services require extensive staff time, only five of the community colleges are providing any type of current awareness and informational services on a planned, systematic basis (Question 29.). This type of service can be most beneficial to faculty who are busy teaching and performing committee work and other duties. However, until a level of staffing exists system-wide to support this activity, it is not likely that it will develop more than it already has.

Fourteen of the fifteen community colleges provide individual assistance to faculty for solving instructional problems, while nine colleges have learning resources staff that have served on "teams" to solve such problems (Questions 30. and 31.). In the System, instructional development falls mainly on individual faculty members, but it is gratifying to see learning resources personnel assisting faculty as much as they do.

While most faculty sooner or later turn up in the library or audiovisual area to see what resources and

TABLE 13

Questionnaire Results - Section V - Services (continued)

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
Question 23	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
24	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
25	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
26	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0
27	a	a	a	a	a	a	a	a	a	a	a	a	x	a	a	14
28	a	a	a	a	a	a	a	a	a	a	x	a	x	x	a	12
29	x	a	x	x	x	a	a	x	x	x	a	x	x	a	x	5
30	a	a	x	a	a	a	a	a	a	a	a	a	a	a	a	14
31	a	a	x	x	a	a	a	x	x	a	a	x	a	a	x	9
32	x	x	a	x	x	x	x	x	a	x	a	x	x	x	x	3
33	a	a	a	a	a	a	x	a	a	a	a	a	a	a	x	13
34	a	a	a	a	a	a	x	a	x	a	a	x	a	a	x	11
35	x	x	a	x	x	x	x	x	x	x	x	x	a	x	x	2

TABLE 13A

QUESTIONS FOR TABLE 13

23. Assistance in the use of LR materials is provided to physically handicapped persons.

24. Referrals to outside agencies are made for further assistance.

25. Telephone verification of ownership of materials is provided.

26. On-line reference services are utilized.

27. Brief bibliographies (10 items or less) are compiled.

28. Extensive bibliographies are compiled.

29. Informational and current awareness services are available.

30. Individual assistance to faculty for solving instructional problems is available.

31. The LR staff serves on "teams" involved in instructional projects.

32. "New faculty" are oriented to LR program.

33. Distribution and delivery services of equipment are provided for short-time loans (one week or less).

34. Distribution and delivery services of equipment are provided for long-time loans (more than one week).

35. Distribution and delivery services of equipment are provided for off campus use.

services are available, only three institutions have formal faculty orientation programs which involve learning resources personnel (Question 32.). It would be to everyone's benefit to make such a program mandatory at each college for helping new faculty orient themselves to what is available, where it is, and how to get it.

With two exceptions, delivery systems for instructional equipment are provided at the community colleges. Most colleges will loan equipment for both short and long-term time frames. However, only two of the colleges provide this service for off-campus use (Questions 33., 34., and 35.). The situation is similar for materials (Questions 36., 37., and 38.), with the chief difference being that off-campus use for materials is provided for by eleven of the fifteen learning resources programs.

Television closed-circuit services (Questions 39. and 40.) are available at only six of the community colleges. Each of the six community colleges providing these services is a new campus. However, other recently built campuses should also have closed-circuit television, and this is a serious oversight on the part of facilities planners. The "Guidelines" call for such services, and attempts to correct this situation should be made by the colleges involved.

Production, graphics and other basic audiovisual production services are available at most of the community colleges (Questions 41. through 47.). These services are expected by teachers in a community college, and it is a

TABLE 14

Questionnaire Results - Section V - Services (continued)

Question	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
36	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
37	a	a	a	a	a	a	a	a	a	a	x	x	a	a	a	13
38	a	a	a	x	a	a	a	a	x	a	a	x	a	x	a	11
39	x	a	x	a	a	a	x	x	x	a	x	a	x	x	x	6
40	x	a	x	a	a	a	x	x	x	a	x	a	x	x	x	6
41	a	a	a	x	a	a	a	a	a	a	a	x	a	a	x	12
42	a	a	a	a	a	a	a	a	x	a	a	a	a	a	a	14
43	a	x	a	a	a	a	a	a	a	a	a	x	a	a	a	13
44	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
45	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
46	a	a	a	a	a	a	a	a	a	a	a	x	a	a	a	14
47	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
48	a	x	x	a	x	x	x	a	x	a	a	x	x	x	x	5

TABLE 14A

QUESTIONS FOR TABLE 14

36. Materials are available for classroom and group use for short-time use (one week or less).

37. Materials are available for classroom and group use for long-time use (more than one week).

38. Materials are available for classroom and group use for off campus use.

39. Television closed-circuit services are available for programs owned by the LR program.

40. Television closed-circuit services are available for programs rented or borrowed.

41. Production facilities are available for Audio recording and duplication.

42. Production facilities are available for Video recording and duplication; they are also available for:

43. Graphics production;

44. Transparency production;

45. Slide production;

46. Other photography production;

47. Dry-mounting and laminating; and

48. Duplicating/copying services.

strength of the System that they exist so widely.

Every campus has a central duplicating/copying service, but in only five of the institutions is this service located under the aegis of the learning resources program.

In eleven of the fifteen institutions, maintenance of equipment is provided for by learning resources personnel (Questions 49. and 50.). This helps to ensure that instructional equipment will be in good working order when it is needed. Four of these eleven institutions also have service contracts for maintenance and repair of some of their equipment, while a fifth college also has a service contract for repair of its microfilm reading equipment. Equipment maintenance at the other four institutions is done by sending the piece out each time a repair is needed. While this may solve the immediate problem, it does not contribute in any way to an on-going, preventive maintenance program that should be a part of each college's learning resources program.

If required, seven of the community college learning resources programs can provide an operator for classroom projection (Question 52.). However, each college has made an effort to train faculty in the use of equipment so that they may be self-sufficient in such use. Only three of the colleges make available projectionist services for "community" groups (Question 53.).

To some extent, one way or another, the fifteen community college learning resources units make attempts at

TABLE 15

Questionnaire Results - Section V - Services (continued)

Question	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex	Mt. Wachusett	North Shore	Northern Essex	Quinsigamond	Roxbury	Springfield	Number of Affirmative Responses
49	a	a	a	a	a	a	a	a	x	a	x	a	a	x	x	11
50	a	a	a	a	a	x	a	a	x	a	a	a	a	x	x	11
51	x	a	x	x	x	a	x	x	x	a	x	a	x	a	x	5
52	x	a	a	a	a	x	x	x	a	x	x	a	a	x	x	7
53	x	a	a	x	x	x	x	x	x	x	x	a	x	x	x	3
54	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	15
a	a	a	a	a	a	a	a	a	a	a	a	a	x	a	a	14
b	a	a	a	a	a	a	a	a	x	a	a	a	a	a	a	14
c	a	a	a	x	a	a	a	a	a	a	a	a	a	a	a	14

TABLE 15A

QUESTIONS FOR TABLE 15

49. Equipment maintenance is provided for by the LR staff.

50. Equipment maintenance is provided for On-Site use.

51. Equipment maintenance is provided for by use of contractual services.

52. Projectionist services are available for classroom projection.

53. Projectionist services are available for recreational and community projection.

54. Displays and public relations are provided for; this includes use of

    a. Bulletin board displays;
    b. Exhibits;
    c. Informational publications.

advertising their services through the use of displays, public relations information, exhibits and various informational publications (Question 54. and its sub-parts). The quantity and quality of these efforts varies, but it is important to note that these efforts are being made.

Services are the essence of a learning resources program. It is significant, then, that the System has an overall performance ratio of seventy-seven percent in the services area. This area can be improved upon, though. A few of the colleges rate too low in this area, and immediate steps should be taken to increase their support and improve their performance level.

In summary, the hypothesis for Section V, Services, is supported.

Findings - Sub-Hypothesis VI - Inter-Agency Cooperative Activity

One of the obvious strengths of the learning resources programs in the Massachusetts Community College System is the resource sharing activity that exists. In an era of inflation, even an increase in acquisitions funds will not allow each learning resources program to be self-sufficient.

All of the community colleges participate in the WILL (Walk-In Interlibrary Loan) program. This program allows students and faculty of publicly funded institutions of higher education to borrow materials from similar institutions. The WILL program is in its fourth year of operation, and its existence has been of great benefit to all who are involved.

As well as participating in the WILL program, almost every community college participates in some type of "regional" cooperative activity. Thus, local and state-wide resources are made accessible to the students and faculty members of the Massachusetts Community College System.

The strength of the materials borrowing cooperative activities lies mainly in the print area. While audiovisual materials are "in theory" as accessible as print materials, the activity in the audiovisual materials area is not as it should be. The history and traditions concerning the loaning of print materials makes this an area clearly understood and accepted by the library/learning resources personnel. However, audiovisual materials are sometimes restricted as to who can use them, for how long, and where they can be taken. Given some of these arrangements, it is not surprising to find

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very little audiovisual materials borrowing/loaning when compared to the print materials area. More formal cooperative activity in the borrowing/loaning of audiovisual materials would be of great benefit to students and faculty - this should be further developed by the learning resources personnel.

In summary, the hypothesis for Section VI, Inter-Agency Cooperative Activity, is not supported. This is the only hypothesis in the report to not be verified, for the scores individually by community college and for the System meet the criteria one-hundred percent.

Comments on the Methodology

A few comments on the methodology used for this study are appropriate. To begin, because this is the first effort at analysis of learning resources using the qualitative "Guidelines for Two-Year College Learning Resources Programs" supplemented by the "Quantitative Standards", other similar studies will need to be undertaken in order to verify the approach. The investigator believes that this approach is practical and useful, for it does link qualitative and quantitative analysis together to allow one to describe a "whole" learning resources program.

Because the study does indeed use the "Guidelines" and the very recently developed "Quantitative Standards", questions as to their applicability may be asked. Individual colleges or state systems may feel that these standards are inappropriate for them. If such is the case, comprehensive standards similar to the "Guidelines" will need to be developed locally if any meaningful program is to be developed and regularly evaluated. The development of the Massachusetts "IRU" materials standard is a case in point, though this deals only with one aspect of a total learning resources program.

Because the analysis used a type of checklist-questionnaire, the resulting scores are quantitative in nature. Therefore, while qualitative impressions and observations were made, the questionnaire itself only begins to address quality. An accreditation-type visit, using the questionnaire as a basic checklist, would be better able to assess the quality of such areas as personnel, resources and services.

The "Guidelines" have an inherent bias in them with regard to having one administrator oversee all learning resources programs. The investigator agrees that this is the best organizational approach. However, the reality of the situation is that seven of the fifteen Massachusetts community colleges do not have an integrated learning resources center. Given this type of structure, an analysis of services at colleges with "separated" facilities could still use the "Guidelines", but two questionnaires would need to be developed in order for an accurate assessment of performance to be made. This would eliminate the problem run across in this report's analysis in which "separate" facilities sometimes had an affirmative and a negative response to the same question, and thus were scored negatively.

In summary, with minor modifications, the methodology used for this report could be used to assess individual community college learning resources programs and system-wide programs.

Comments on the "Guidelines"

Guidelines or standards continue to be a problem for the media (including library, audiovisual and television) professionals. This study has used the "Guidelines for Two-Year College Learning Resources Programs" and the recently developed "Quantitative Standards" as a basis for developing a measurement instrument to assess program effectiveness. The "Guidelines" have proven to be very useful, for they serve to categorize the basic activities of a learning resources program. And, supplemented by the "Quantitative Standards", the measurement instrument developed and used for this study has had certain numerical/quantitative standards that served as minimum indicators of acceptable performance.

While the "Guidelines" themselves seem reasonable and acceptable, the "Quantitative Standards" require some comments. The concept of numerical or quantitative Standards has long been a concern of library/media professionals. Indeed, the appearance of the recently developed "Quantitative Standards" supplement to the "Guidelines" points out the fact that the profession believes such standards are necessary.

The new "Quantitative Standards" rely heavily on the variable of enrollment as an important factor in establishing certain standards. The investigator agrees that this is an appropriate variable for establishing standards. However, the range used in the "Quantitative Standards" is too broad for smaller systems, especially the 1,000 - 3,000 enrollment range.

When applied to Massachusetts, only two colleges fall out of this range (one on the lower end, one slightly above the upper end). However, it is clear that these colleges have different needs for staff, materials, space and instructional equipment; smaller range of enrollment (probably in increments of 500) would make more sense, at least for Massachusetts.

The "Quantitative Standards" establish a minimal (M) level and a good (G) level. In the area of Staff, achieving only the M level will probably result in passive services. Every Massachusetts community college met the M level; however, not every Massachusetts college had an active, outreach service approach. It is the investigator's opinion that the G level should be the M level - only in this way can professional staff be available in large enough numbers so that services can be provided. An acceptance of the M level as presented in the "Quantitative Standards" will only inhibit the professionals involved in learning resources programs and institutionalize an unacceptable level of staffing.

While the total "collection size" as appears in the "Quantitative Standards" seems adequate, the reliance on print materials to make up seventy percent of the collection may not be an appropriate measure. This approach prescribes the composition of learning resources collections, and thus does not allow enough flexibility for institutions whose materials needs may be very different or unusual.

In terms of "annual accessions", the "Quantitative Standards" indicate that five percent of the collection size should be the minimal annual acquisition rate for each learning resources program. The Massachusetts "IRU" standard also sets five percent as its suggested annual growth rate. However, with very few schools able to support such a growth rate (only one in Massachusetts, and that was only for a one-year period), one wonders about the advisability of establishing a figure that no one (or very few) can meet.

The only output-oriented standard is the one developed for equipment distribution. While this initial effort at assuring proper equipment inventory is commendable, it is clear that the range of uses per year, the numbers required, and even the designations for types of equipment need clarification and adjustment.

In summary, the "Quantitative Standards" are useful. However, modification is needed before they should be accepted as a statement by the professionals involved with learning resources programs.

Conclusions and Recommendations

The Massachusetts Community College System has been the fastest growing segment of public higher education in the state for the last ten years or so. This growth has seen new colleges established, new campuses built, and more and more students taking advantage of the educational opportunities now available. Paralleling this systems growth has been the development of libraries, audiovisual/media centers and learning resources centers at the various community colleges.

There has never been a plan of development for learning resources services implemented by the central Board as an outline for the colleges to even loosely adhere to. Because there is no plan, the development of such services is very uneven throughout the system. In point of fact, there is no "system" as far as learning resources programs are concerned.

Despite this lact of central planning, there are some obvious strengths in the system. For one, there are quite a few top-quality professional and sub-professional staff members providing services to students, faculty and the residents of surrounding communities over and above what would normally be expected. These people are committed to service, and their work adds luster to the term.

In addition to the above, the materials collections found in the system are excellent. Materials in both print and audiovisual formats can be found on virtually every subject being taught at the various campuses.

Another strength of the system is its host of new facilities. For the most part, these facilities are well-designed, and they add an air of freshness and positiveness to the various learning environments.

As well as these strengths, Table 1 pointed out that cooperative activities (Section VI) among the various libraries, audiovisual/media departments, etc. are part of every campus' activity. In today's economy, this sharing activity is an important and positive contribution. Table 1 also points out the fact that a wide range of services (Section V) is available to students and faculty. Indeed, given some of the staffing patterns, it is amazing that some services can be provided at all, regardless of their quality.

As well as suggestions made in the Findings sections, there are a number of specific recommendations which the investigator feels would significantly improve the quality and quantity of learning resources activities at the fifteen community colleges.

1. Immediately, the Board should establish some high-level committee to begin developing a PLAN for learning resources services. The resulting plan should serve as a guideline to local college administrations regarding staff, space and resources needed "as a minimum" for quality learning resources services to be provided.

2. At present, there is no Board staff position designated to oversee and coordinate learning resources activities. Such a position should be established. This position could also serve as a central place for submission of all reports, publications, etc. Also, such a position might have under its jurisdiction the maintenance of a Board archive and the responsibility to make sure each community college has an effective archives program administered by one person.
3. It is clear to the investigator that the LRC concept is superior to the "separate" departmental administration of learning resources in terms of flexibility and responsiveness to various needs. Also, the national guidelines recommend this approach. The Board should have this approach instituted at each college as soon as possible.
4. Each college should be funding its learning resources activities at least at the seven percent level. At present, twelve colleges are not doing so; this should be corrected.
5. In addition, the funding ratios of Bunker Hill and Springfield should not be tolerated, and rapid steps should be taken to eliminate these striking deficiencies.
6. The Board has accepted the IRU standard developed by the Library/Learning Resources Directors.

Steps should be taken to fully implement the standards, including maintenance of efforts formulas, at some predetermined, stated level.

7. Educational spaces "borrowed" from learning resources units should be returned at once. For the most part, this loss of space has interfered with the learning activities provided for by the learning resources programs.

8. Learning resources department heads, or learning resources directors should be involved in the allocation of financial resources. Some are merely informed of what their budget is, and some are not even informed as to what their total dollar allocations are. This is an unprofessional practice.

9. One of the on-going problems in collecting data for budget allocation is the lack of centralized purchasing and inventory control of media resources and equipment at many of the colleges. Faculty and others are allowed to purchase such things without going through the learning resources area. Thus, both materials and equipment are physically on campus with very little campus-wide accessibility. In an era of increasing inflation and shrinking dollars, this practice should not be allowed to continue.

10. Professional development opportunities should be made available. The System expects such development to

occur, and it is time that it support such activity.

11. The availability of and access to student aides on several campuses is somewhat limited. While no substitute for regular staff, student aides are in fact a necessity. Access to this resource of human talent should be available to all of the learning resources units on every campus.

12. While print resources are shared on a regular basis, audiovisual resources are not so widely shared. A program should be developed to make these valuable materials more available to other community colleges within the System.

13. Some community colleges have active and useful learning resources/library/audiovisual faculty and student committees. However, at some colleges these committees exist only "on paper", while at other colleges there is no committee. With hard work and understanding, such a committee can prove to be an invaluable asset to a learning resources program, and steps should be taken by the appropriate college administrators to see to it that these committees are indeed active. Such a committee should be a standing committee at each college.

14. Comprehensive staff/procedures manuals should be developed by each college's learning resources units.

15. Audiovisual materials are often restricted as to their use by students. This practice should be re-assessed by the various colleges involved.

16. On-going, regular and formal orientation programs for new faculty should be developed at each institution. This is not the case now.

17. There is no equipment repair technician at Middlesex, North Shore or Roxbury. This should be corrected.

18. Springfield's audiovisual services are in serious need of improvement. There appears to be no or very little concerted effort to make these services available in the manner of other community colleges. This problem should be remedied immediately.

Thus, while there are strengths in the system, there are weaknesses as well. Both of these areas will need to be consciously addressed. Learning resources programs have much to offer in the way of increasing the quality of education provided by the Massachusetts Community College System. With the steady movement from teacher-centered education to learner-centered education, the System would do well to analyze its learning resources program in this context. The learning resources programs have much to offer, yet much must still be done to increase their effectiveness.

Recommendations for Further Study

Further study is needed in several areas that this report is concerned with. First, a model organization for Massachusetts community college learning resources services should be developed. Such a model can either be implemented fully by a community college, or it can serve as an outline for assuring that adequate services will be provided.

The effects of various funding levels ranging from seven to twelve percent of the total college budget for learning resources activities should be analyzed. In addition, what distribution by activity this funding should be made in is deserving of analysis.

Also, the effects and consequences of fully implementing the "IRU" standards need Board study. How much will this cost? Is it possible to do this? What effect will this have on the quality of education? These and other questions should be studied.

Some assessment of what professional development activities are appropriate and should be supported by the Board needs to be made. Also, the same type of analysis needs to be made for paraprofessional staff.

Finally, the "Quantitative Standards" themselves are in need of refinement, as was mentioned elsewhere in this report.

Activity in any or all of the areas mentioned above would prove beneficial to both the System and the learning resources profession.

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Appendix A

GUIDELINES FOR TWO-YEAR COLLEGE LEARNING RESOURCES PROGRAMS

College & Research Libraries news No. 11, December 1972

ACRL News Issue (B) of College & Research Libraries, Vol. 33, No. 7

GUIDELINES FOR TWO-YEAR COLLEGE LEARNING RESOURCES PROGRAMS

Approved by the ACRL Board of Directors on June 29, 1972. These guidelines supersede and replace the final draft of the "AAJC-ACRL Guidelines for Two-Year College Library Learning Resource Centers" (CRL News, v.32, *no.5, October 1971, p.265-278) and the "Standards for Junior College Libraries"* (CRL, *v.21, no.3, May 1960, p.200-206).*

American Library Association
(Association of College and
Research Libraries)
American Association of Community and
Junior Colleges
Association for Educational Communications
and Technology

Two-Year College. Any institution of higher education which offers less than a baccalaureate degree and which requires its students either to be high school graduates or beyond high school age. Comprehensive community colleges, public and private junior colleges, and technical institutes are included.

Learning Resources. Includes library, audiovisual and telecommunications and encompasses instructional development functions and instructional system components. (See Glossary for expanded definitions.)

Introduction. Two-year colleges constitute one of the most dynamic sectors in American higher education. The increasing number of students and the growing number of new junior and community college institutions reflect a ground-swell of concern toward extension of universal higher education. A statement describing adequate learning resources and services has been difficult to formulate for such institutions because of factors such as the widely diversified purposes and sizes of the institutions —private and public, the high proportion of commuting students, the comprehensiveness of the curricula, the willingness of administrators and faculty to experiment unhampered by tradition, and the heterogeneity of background among those enrolled. Although the diversity among the institutional patterns makes the establishment of generally applicable guidelines difficult, all two-year institutions need qualitative recommendations based on professional expertise and successful practices in leading institutions which can be used for self-evaluation and projective planning.

The evolution of libraries away from their traditional function as repositories of books has been parallel to the evolution of audiovisual centers away from their traditional function as agencies for showing films. There has been a confluence of accelerated development in both

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College & Research Libraries is published by the Association of College and Research Libraries, a division of the American Library Association, 17 times yearly—6 bimonthly journal issues and 11 monthly, combining July-August, News issues at 1201-05 Bluff St., Fulton, Mo. 65251. Subscription, $10.00 a year or, to members of the division, $5.00, included in dues. Circulation and advertising office: American Library Association, 50 E. Huron St., Chicago, Ill. 60611. Second-class postage paid at Fulton, Missouri 65251. Copyright © 1972 by The Association for Educational Communications & Technology, The American Library Association and The American Association of Community and Junior Colleges.

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areas which is inextricably interwoven in the technological revolution in education. Contemporary Learning Resources Programs in two-year colleges are supportive of institution-wide efforts. Such programs should provide innovative leadership coupled with a multiplicity of varied resources which are managed by qualified staff who serve to facilitate the attainment of institutional objectives. Paramount to the success of such programs is the involvement of Learning Resources staff with teaching, administrative, and other staff members in the design, implementation, and evaluation of instructional and educational systems of the institution.

These guidelines are diagnostic and descriptive in nature. They have been prepared to give direction to two-year colleges desiring to develop comprehensive Learning Resources Programs. This document is designed to provide criteria for information, self-study, and planning, not to establish minimal (or accreditation) standards. Application of the criteria should be governed by the purposes and objectives of each college. Since they represent recommended practices, any variant procedures should be supported by cogent reasons directly related to institutional objectives.

Nothing in these guidelines should be construed as an effort to superimpose an administrative or organizational structure upon an institution. There is no expectation that every institution should be forced into the same mold. The guidelines are more concerned with functions related to the instructional program rather than with specific organizational patterns. Although it is expected that these functions will be grouped into administrative (or supervisory) units within the Learning Resources Program, the nature of grouping and the resulting number of units must be determined by the unique requirements, resources, facilities, and staff of the college. The degree of autonomy granted each unit will also vary considerably. In some institutions, perhaps because of size, the units may be fairly task specific, with supervisory (rather than administrative) heads, and with little budgetary autonomy. Examples of such units include: an audio-tutorial laboratory; a bibliographic control center, media production; technical processes; etc. In other institutions, each unit may subsume a number of related activities, or carry out direct instructional assignments of a broad scope, and have an administrative head and a high degree of budgetary autonomy. Examples of such units include: an audiovisual center; a computing center; a library; a telecommunications center; etc. In all institutions, however, the units report to a chief administrator at the level of dean or vice-president, responsible for overall coordination of the Learning Resources Program. The extent of his direct supervision of the units will be determined by the nature of the units and the degree of autonomy granted them.

Many aspects of traditional library and audiovisual services in the two-year college and the integration of these services have not been studied adequately for long-range projection of needs. Until such studies have been made these guidelines may serve as the foundations for research and for experimentation in organization, structure, and services.

The changing and expanding role of two-year colleges in America today may well result in institutions quite different from those in operation at the present time. These guidelines, therefore, may require significant upward revision when such institutions reach a new stage in their development. At that point, they may well need greater resources and greatly extended services. All concerned should be alert to this coming challenge.

THE ROLE OF THE LEARNING RESOURCES PROGRAM

Many diverse elements contribute to the quality of instruction as it contributes to the development of two-year college students. No one of these is dominant or isolated from the others. Faculty, students, finances, teaching methods, facilities, resources, and educational philosophy all play significant roles in the educational environment of the institution.

Education is more than exposure through lectures and rote learning to the knowledge, ideas, and values current in society. Education is a process for communicating means for resolving the range of problems continuously encountered by man in living and in pursuing an occupation. The student must be able to explore fields of knowledge which will enhance his potential and be relevant to him. The means of exploration include active participation in the classroom and the laboratory, self-directed study, and the use of individualized instructional resources. Trained professional assistance is necessary in the design of instructional systems which contribute to the enrichment of the learning environment as well as to the support of students and faculty. The design of the instructional system, utilizing a configuration of resources, is a joint responsibility of administration, teaching faculty, and the Learning Resources staff.

The student's success in achieving instructional objectives is heavily dependent on access to materials. Both student and faculty member function at their best when Learning Resources Programs are adequately conceived, staffed, and financed. More than almost any other element in the institution Learning Resources Programs express the educational philosophy of the institution they serve.

Because of its direct relationship to the institutional and instructional objectives, the Learning Resources Program has a fourfold role: (1) to provide leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing those objectives; (2) to provide an organized and readily accessible collection of materials and supportive equipment needed to meet institutional, instructional, and individual needs of students and faculty; (3) to provide a staff qualified, concerned, and involved in serving the needs of students, faculty, and community; (4) to encourage innovation, learning, and community service by providing facilities and resources which will make them possible.

GLOSSARY

The terms listed below are used throughout these guidelines as defined.

Two-year college. Any institution of higher education which offers less than a baccalaureate degree and which requires its students either to be high school graduates or beyond high school age. Included under this term are the following types of both public and private institutions: (1) institutions offering courses similar to the liberal arts curricula in the first two years of a senior college or university; (2) institutions which provide for the first two-year programs as branches or extension centers of senior colleges and universities, in anticipation of transfer to the parent institution or some other college at the junior year; (3) institutions for post-high-school-aged students whose concern is primarily vocational or technical and which are administered as specialized institutions of higher education; (4) comprehensive institutions offering both liberal arts and occupational programs of post-high-school level. Comprehensive community colleges, public and private junior colleges, and technical institutes are included.

Learning Resources Program. An administrative configuration within the institution responsible for the supervision and management of Learning Resources Units, regardless of the location of these components within the various physical environments of the institution.

Learning Resources Unit. A subordinate agency within the Learning Resources Program sufficiently large to acquire organizational identification as distinct from individual assignment and with an administrative or supervisory head, and which may have its own facilities, staff, and budget. How many of these units would make up the Learning Resources Program, and the functions assigned to each, will vary from institution to institution.

Instructional development functions. The solution of instructional problems through the design and application of instructional system components.

Instructional system components. All of the resources which can be designed, utilized, and combined in a systematic manner with the intent of achieving learning. These components include: men, machines, facilities, ideas, materials, procedures, and management.

Instructional product design. The process of creating and/or identifying the most effective materials to meet the specific objectives of the learning experience as defined by instructional development.

Production. The design and preparation of materials for institutional and instructional use. Production activities may include graphics, photography, cinematography, audio and video recording, and preparation of printed materials.

Staff. The personnel who perform Learning Resources Program functions. These persons have a variety of abilities and a range of educational backgrounds. They include professional and supportive staff.

Professional staff. Personnel who carry on responsibilities requiring professional training at the graduate level and experience appropriate to the assigned responsibilities.

Supportive staff. Personnel who assist professional staff members in duties requiring specific skills and special abilities. They make it possible for the professional staff to concentrate their time on professional services and activities. Their training may range from four-year degrees and two-year degrees to a one-year certificate, or extensive training and experience in a given area or skill.

System(s) approach. The application of instructional system components.

Materials. Divided into three categories: written, recorded, and other materials (see below).

Written materials. All literary, dramatic, and musical materials or works, and all other materials or works, published or unpublished, copyrighted or copyrightable at any time under the Federal Copyright Act as now existing or hereafter amended or supplemented in whatever format.

Recorded materials. All sound, visual, audiovisual, films or tapes, videotapes, kinescopes or other recordings or transcriptions, published or unpublished, copyrighted or copyrightable at any time under the Federal Copyright Act as now existing or hereafter amended or supplemented.

Other material. All types of pictures, photographs, maps, charts, globes, models, kits, art objects, realia, dioramas, and displays.

I. OBJECTIVES AND PURPOSES

A. *The college makes provision for a Learning Resources Program.*

The kinds of educational programs offered at nearly every two-year college require that adequate provisions be made for a Learning Resources Program, which should be an integral part of each institution. Learning Resources Programs should efficiently meet the needs of the students and faculty and be organized and managed for users. The effect of combining all learning resources programs under one administrative office provides for the maximum flexibility, optimum use of personnel, material, equipment, facilities, and systems to permit increased opportunities for the materials best suited for the user's needs.

B. *Learning Resources Programs have a statement of defined purpose and objectives.*

The need for clear definition of the role and purposes of the college and its various programs is highly desirable. Since Learning Resources Programs are a vital part, the objectives within the college they serve need to be defined and disseminated in an appropriate college publication. Within this framework, the following overall purposes of the Learning Resources Program are delineated:

1. *Learning Resources Programs exist to facilitate and improve learning.*

The emphasis is upon the improvement of the individual student, with a wide choice of materials to facilitate his learning. Such emphasis requires a staff committed to effective management of instructional development functions and effective utilization of instructional system components.

2. *Learning Resources Programs, like the instructional staff, are an integral part of instruction.*

Students who discover by themselves, or who are encouraged by the staff or faculty to seek out, the materials appropriate to their curriculum sequence of courses should be provided options to regular classroom instruction to achieve credit for a particular course. *Such alternatives should be developed and made available to the students.* The staff provides information on new materials, acquires them, or produces them, working cooperatively with the faculty on instructional development.

3. *Learning Resources Programs provide a variety of services as an integral part of the instructional process.*

a. Instructional development functions, which include task analysis, instructional design, evaluation, and related research.

b. Acquisition of learning materials, including cataloging and other related services.

c. Production

d. User services which include reference, bibliographic circulation (print and nonprint material), transmission or dissemination, and assistance to both faculty and students with the use of Learning Resources.

e. Other services, such as the computer operation, bookstore, campus duplicating or printing service, the learning or developmental lab, various auto-tutorial carrels or labs, telecommunications, or other information networks might be included within the functions and purposes of the college's overall organization and objectives.

4. *Learning Resources Programs cooperate in the development of area, regional, and state networks, consortia or systems.*

Every two-year college, whether privately or publicly supported, has a responsibility to help meet the resource material need of the larger community in which it resides. Attention is placed on ways in which each college can serve that community; in turn, the community serves as a reservoir of material and human resources which can be used by the college.

If the internal needs of the college and its students and staff are met, then coordination of its resources and services with those of other institutions to meet wider needs is mandatory. Reciprocal participation in consortia with other institutions for the development of exchanges, networks, or systems provides the colleges with materials and services that otherwise could not practically be provided.

II. Organization and Administration

A. *The responsibilities and functions of Learning Resources Programs within the institutional structure and the status of the chief administrator and heads of Learning Resources Units are clearly defined.*

The effectiveness of services provided depends on the understanding by faculty, college administrators, students, and Learning Resources staff of their responsibilities and functions as they relate to the institution. A written statement, endorsed by the institution's trustees or other policy-setting group, should be readily available.

To function adequately, the chief administrator of a Learning Resources Program (whose title may vary in different institutions) reports to the administrative officer of the college responsible for the instructional program and has the same administrative rank and status as others with similar institution-wide responsibilities. These responsibilities are delineated as part of a written statement so that he has adequate authority to manage the internal operations and to provide the services needed.

B. *The relationship of a Learning Resources Program to the total academic program necessitates involvement of the professional staff in all areas and levels of academic planning.*

Provision of learning materials is central to the academic program. As a result, the professional staff has interests which are broad and go beyond the scope of its day-to-day operations. The professional staff members are involved in all areas and levels of academic planning. The chief administrator and heads of Learning Resources Units work closely with other chief administrators of the college, and all professional staff members participate in faculty affairs to the same extent as other faculty.

The professional staff members are involved in major college committees. As far as possible, the professional staff members ought to function as liaison participants in staff meetings of the various departments.

C. *Advisory committees composed of faculty and students are essential for the evaluation and extension of services.*

As a rule, there should be a faculty advisory committee appointed by the appropriate administrative officer of the college, elected by the faculty, or selected by the procedure generally followed in the formation of a faculty committee. It should include representatives of the various academic divisions of the college and consist of both senior and junior members of the faculty, chosen carefully for their demonstrated interest beyond their own departmental concerns. The committee functions in an advisory capacity and acts as a connecting link between the faculty as a whole and the Learning Resources Program. It should not concern itself with details of administration.

A student advisory committee (or a joint advisory committee with the faculty) serves as a liaison between the student body and the Learning Resources Program. The committee should work closely with the chief administrator, an ex-officio member; he may use it as a sounding board for new ideas in developing a more effective program of services.

D. *The chief administrator is responsible for the administration of the Learning Resources Program, which is carried out by means of established lines of authority, definition of responsibilities, and channels of communication through heads of Learning Resources Units as defined in writing.*

E. *Internal administration of a Learning Resources Program is based on staff participation in policy, procedural, and personnel decisions.*

The internal organization is appropriate to the institution, and within this framework is based upon a considerable amount of self-determination, guided by the need for meeting common goals. Regular staff meetings and clearly devised lines of authority and responsibility are necessary. All staff members share in the process by which policies and procedures are developed; all staff members have access to heads of Learning Resources Units and the chief administrator.

Each professional and supportive staff member knows which activities are his responsibility and to whom he is accountable. Each Learning Resources Unit requires a staff manual which provides policy and procedural statements, duty assignments and other organizational matters, and items of general information.

F. *Budget planning and implementation of a Learning Resources Program is the responsibility of the chief administrator.* (See Section III.)

G. *The accumulation of pertinent statistics and maintenance of adequate records is a management responsibility.*

Adequate records are needed for internal analysis and management planning and to provide data for annual and special reports needed by the college, accrediting associations, and government agencies. Effective planning can be made only on the basis of available information. Statistics providing a clear and undistorted picture of activities, acquisitions of materials and equipment, utilization of materials, equipment and personnel, and annual expenditures are essential for federal, state, and college use. These statistics and records are collected in terms of the definitions and methods of reporting set forth in federal and professional publications. Appropriate data must also be collected and analyzed with regard to the instructional programs and the effectiveness of Learning Resources on these programs. Data of this type serve as the basis for important instructional decisions affecting the institution, faculty, students, and Learning Resources Program.

H. *Adequate management includes the preparation and dissemination of information to administration, faculty, and students concerning activities, services, and materials.*

The close interrelationship which exists with instructional departments on the campus demands that information about the Learning Resources Program be readily available. An annual report and other planned informational reports are essential for this purpose. Among other possible publications are bibliographies, acquisitions bulletins, current awareness lists, handbooks for faculty and students, releases to student and community publications through regular college channels, campus broadcasts, and utilization of other communications services which will reach students and faculty.

I. *Responsibilities for all learning resources and services should be assigned to a central administrative unit.*

Centralized administration is desirable in order to provide coordination of resources and services, to develop system approaches to needs, and to effectively utilize staff. Materials, on the other hand, should be located in the areas where learning takes place. Inventory control of all materials and equipment should be the responsibility of the Learning Resources Program and its units. All such collections of materials should be considered the resources of the entire college and not limited in utilization to separate departments.

J. *Multicampus districts take advantage of the opportunity for close cooperation, exchange of resources, and shared technical processes while providing full resources and services for every campus.*

Each campus in a multicampus two-year college district has its instructional and individual needs met on its campus. Learning Resources needed by off-campus programs are supplied by the campus sponsoring the program. There is no need, however, for duplication of routine technical processes and production facilities where these can be centralized more economically. Organizational structure within the district should facilitate cooperation and exchange of resources.

III. Budget

A. *Learning Resources Program budget is a function of program planning. It is designed to implement the realization of institutional and instructional program objectives.*

It is the responsibility of the chief administrator to see that each unit of a Learning Resources Program receives due attention in the budget and that the allocation of funds is based on sound principles of management.

B. *Budget planning for the Learning Resources Program reflects the campus-wide instructional material needs, is initiated by the administrative head, and is changed in consultation with him.*

Adequate budget, essential to provide good services, is based upon needs of the curriculum and functions of the Learning Resources Program. Through his own consultations with the heads of Learning Resources Units, the administrative head acquires the information needed to prepare the budget, with ample time to present and explain the budget request to the college administration as part of the budget process. Whenever consideration is given to adjustments or reallocation of funds or applications for grants, consultation is also indicated.

C. *Separate categories are maintained in the budget for salaries, student wages, purchase and rental of all types of materials and equipment, production of instructional materials, supplies and contractual services (including data processing services), repairs, replacement and new equipment, travel of staff to professional meetings, and other related items.*

For management purposes, costs relating to the various types of materials and services are separately identifiable. Where specialized facilities are a part of the Learning Resources Program, it is desirable that cost for these be identifiable as well.

D. *Financial records are maintained by, or are accessible to, the Learning Resources Units.*

Costs analyses and financial planning are dependent upon the adequacy of records, with sufficient additional information to enable comprehensive planning and effective utilization of all funds available. These records are not necessarily the same records as are needed in the business office.

E. *All expenditures, other than payroll, are initiated in the Learning Resources Units with payment made only on invoices verified for payment by the staff.*

Purchases are initiated by the staff through preparation of purchase order or requisition. Institutional business operations require approval of all invoices by the operating departments.

F. *To the legal extent possible and within the policies of the Board of Trustees, purchases of materials are exempted from restrictive annual bidding.*

Materials often are unique items obtainable from a single source. Equivalent prices and speedier service often can be obtained by direct access to the publisher or manufacturer rather than through a single vendor. Satisfactory service requires prompt delivery so that the needs which determined their acquisition might be met; a larger discount might justifiably be rejected if it entails a delay in filling the order. Satisfactory service rendered by a vendor in the past may more than outweigh the confusion and interruption of service inherent in frequent changes of vendors through annual bidding requirements for learning materials.

G. *Purchase of materials is based on curricular requirements and other factors, and thus made throughout the year rather than annually or semiannually.*

Expenditures are based on need, availability, and practical considerations such as processing time, rather than through fixed sequences which inhibit the functions of the unit.

H. *Learning Resources Program equipment is purchased through a systems approach.*

Learning Resources equipment may serve two purposes. (1) instructional supportive systems, and (2) instructional developmental systems. The purchase of any Learning Resources Program equipment, like all functions of the Learning Resources Program, should be carried out through a systems approach based on well-defined institutional and instructional objectives.

I. *Selection of Learning Resources Program equipment to be purchased for implementation of instruction is based on valid criteria.*

Performance quality, effective design, ease of operation, cost, portability, cost of maintenance and repair, and available service are among the criteria which should be applied to equipment selection.

Most important, however, is how the item or items will fit into planning for maintenance and improvement of curriculum programming as set forth in continuous instructional design plans. Responsibility for evaluating, selecting and recommending purchase of equipment is that of the Learning Resources staff.

J. *Cooperative purchasing of materials and equipment should be effected where possible.*

In an effort to secure the best materials and equipment at the lowest cost, cooperative purchasing should be developed with other area institutions.

IV. INSTRUCTIONAL SYSTEM COMPONENTS

A. *Staff*

1. *The chief administrator of the Learning Resources Program is selected on the basis of acquired competencies which relate to the purposes of the program, educational achievement, administrative ability, community and scholarly interests, professional activities, and service orientation.*

He has a management responsibility and is concerned and involved in the entire educational program of the institution as well as with the operation of the Learning Resources Program. He is professionally knowledgeable about all types of materials and services and is capable of management of instructional development functions. Because the ultimate success of a Learning Resources Program is to a large extent dependent upon the ability of the administrative head to perform his multiple duties effectively, the recruitment and selection of the administrative head is of paramount importance.

2. *The administrative (or supervisory) heads of the separate Learning Resources Units are selected on the basis of their expertise in and knowledge of the function and role of the particular Learning Resources Unit which they will manage and to which they will give leadership.*
3. *A well-qualified, experienced staff is available in sufficient numbers and areas of specialization to carry out adequately the purposes and objectives of the Learning Resources Program.*

Depending upon the size and programs of the institution, the hours operated, the physical facilities, and the scope and nature of the services performed, the number and specializations of professional and supportive staff will vary from one institution to another.

4. *All personnel are considered for employment on the recommendation of the administrative head and, upon employment, are responsible to him through the appropriate administrative structure for the performance of assigned duties.*

The effectiveness of a Learning Resources Program is determined by the performance of the staff. It is essential, therefore, that all personnel—professional or supportive—be recommended for employment to the chief administrator on the advice of the Learning Resources Unit head who will be involved in the supervision of the new staff member.

5. *Professional staff members should have degrees and/or experience appropriate to the position requirements.*

Professional training is appropriate to assignment in the Learning Resources Program. Additional graduate study or experience in a subject field should be recognized for all personnel as appropriate to such assignments.

Professional staff members are assigned duties. They are accountable for the operational effectiveness of the Learning Resources Program as designated by the chief administrator and heads of units. They may be supervisors as well as professional consultants to the faculty and advisors to students.

6. *Every professional staff member has faculty status, faculty benefits, and obligations.*

Professional staff benefits include such prerogatives as tenure rights, sick leave benefits, sabbatical leaves, vacation benefits, retirement and annuity benefits, provisions for professional development, and compensation at the same level which is in effect for teaching faculty or for those at comparable levels of administration. When Learning Resources personnel work on a regular twelve-month schedule, salary adjustments will be necessary to compensate for additional service days. Where academic ranks are recognized, such are assigned to the professional staff based on the same criteria as for other faculty, and are independent of internal assignments within the Learning Resources Program.

There is the obligation of faculty status to meet all faculty and professional requirements, advanced study, research, promotion, committee assignments, membership in professional organizations, sponsorships, publication in learned journals, etc., which the institution expects of faculty members.

7. *Professional development is the responsibility of both the institution and the professional staff member.*

Personal membership and participation in professional activities is expected of all staff members. Further graduate study should be encouraged and rewarded. The institution is expected to encourage and support professional development by providing among other benefits: consultants for staff development sessions; travel funds for regular attendance of some staff members and occasional attendance for every staff member at appropriate state or national meetings, workshops and seminars; and special arrangements for those staff members who serve as officers or committee members or participate on a state or national program.

8. *Teaching assignments by Learning Resources staff members are considered dual appointments in calculating staff work loads.*

When members of Learning Resources staff are assigned regular teaching responsibilities in training technicians or other classroom assignments, the hours scheduled in the Learning Resources Program are reduced by an equivalent time to allow preparation and classroom contact hours.

9. *Supportive staff members are responsible for assisting the professional staff in providing effective services.*

Responsibility for each level of supportive staff will be determined by the needs of the institution and the appropriate administrative structure. The number and kind of supportive staff needed will be determined by the size of the college and the services provided. The educational background and experience of such supportive staff should be appropriate to the tasks assigned.

The supportive staff may be supervisors as well as technical assistants or aides. In many instances, graduates of four-year degree programs and two-year technical programs will meet the training required; in other cases, one-year programs may be sufficient; or skills may have been learned through extensive work experience in a related position.

10. *Student assistants are employed to supplement the work of the supportive staff.*

Student assistants do not, however, replace provision of adequate full-time staff, nor can their work be matched on an hour-to-hour basis with that of regular full-time employment.

They are important because of the variety of tasks they can perform effectively. They encourage other students to use the facilities and services, and they serve as significant means of recruitment for supportive and professional positions.

B. *Facilities*

1. *Planning of new or expanded facilities is accomplished with the participation and concurrence of the chief administrator in all details and with wide involvement of users and staff.*

The chief administrator and his staff work with the architect and the administration in every decision and have prime responsibility in the functional planning of the facility. Employment of a knowledgeable media specialist or library building consultant results in a more functional and useful building operation and should be given serious consideration. In the case of specialized facilities, special technical consultants may be required. As a result of poor design, functions of many buildings fail because those persons who will be working in or using the building have not been involved in planning. Staff, faculty, student representatives, and others who will utilize the facilities should be consulted.

2. *In the design of classrooms and other college facilities where Learning Resources are to be used, Learning Resources specialists should be consulted.*

The effective use of an instructional system is dependent upon the availability of a suitable environment for the use of specified Learning Resources. Frequently, architects and other college staff are not aware of all of the technical requirements of such an environment.

3. *The physical facilities devoted to Learning Resources and Learning Resources Units are planned to provide appropriate space to meet institutional and instructional objectives and should be sufficient to accommodate the present operation as well as reflect long-range planning to provide for anticipated expansion, educational and technological change.*

The location and extent of space provided for development, acquisition, design, production, and use of learning resources is the responsibility of the chief administrator of Learning Resources, and should be designed to implement explicit, well-articulated program specifications developed by the Learning Resources and instructional staff of the college. Such a program should include flexible provisions for long-range development and phasing. The alteration, expansion, or consolidation of facilities also should be guided by carefully delineated program objectives which are known and understood by Learning Resources personnel, the instructional and administrative staff of the college, and the Board of Trustees. Factors to be considered when developing facilities requirements from the program specifications include projections of the student enrollment, the extent of community services, growth in the varieties of service, growth of materials collections, staff needs, and the impact of curricular development and technological advances.

4. *Facilities of Learning Resources Units should be located conveniently for use by both students and instructional staff.*

Learning Resources services for administration, acquisition, and cataloging should be centralized for more efficient operation. Planning should provide for convenient locations of facilities for storing and using equipment and materials close to the learning spaces or central to student traffic flow in which they are to be used. Where existing facilities will not permit this arrangement, an effort should be made to reduce confusion and frustration by making clear to the user the specific function of each facility.

The number of users varies in all units from peak periods when crowded conditions make service difficult to times when few students are present. Physical arrangements should make continued service with minimal staff possible during quiet times and at the same time provide for augmented service at other periods.

5. *Internal arrangement of service and work areas is planned with consideration as to flexibility, relationship between areas, and function, with particular attention to staff needs.*

Flexibility is essential to meet advances in technology and changes in instructional requirements. Areas within the Learning Resources Unit are grouped to aid the user and to permit the staff to perform duties effectively. Services provided are dependent upon staff, whose efficiency is in turn dependent upon adequate office, workroom, and storage space. The production facility should provide for consultation and demonstration space. It should be equipped to permit the demonstrating and previewing of all components of an instructional system. A staff conference room, apart from the administrative head's office, is desirable in all but the smallest institutions.

6. *The physical facilities provide a wide variety of learning and study situations.*

Students require various types of facilities for learning and study. Some require programmed learning equipment; others learn best by use of isolated individual study areas. In some circumstances they need to study together as a group or relax in comfortable lounge chairs. Proper arrangement and sufficient space for utilization of instructional equipment and materials should be provided for individualized instruction, browsing, and media production.

7. *The physical facilities are attractive, comfortable, and designed to encourage use by students.*

Attractive and well-planned areas encourage student utilization. Air-conditioning and comfortable heating, proper lighting, acoustical treatment, regular custodial care, prompt maintenance of equipment, and regular and systematic repair of damages are necessary. Attention to the needs of the physically handicapped should be met in regard to restrooms, external and internal traffic flow, and doors.

8. *Space requirements, physical arrangements, and construction provide for full utilization of specialized equipment.*

Specialized facilities are necessary for certain types of equipment. For example, data processing services, listening and viewing equipment, media production, and use of other types of electronic equipment require special consideration in terms of electrical connections, cables, conduits, lights, fire protection, security, and other factors which affect service.

C. *Instructional Equipment*

1. *Necessary instructional equipment is available at the proper time and place to meet institutional and instructional objectives.*

Centralized control of inventory and distribution of all equipment is needed. A thorough and continual evaluation is desirable to insure that enough of the appropriate equipment is available.

2. *Classroom and Learning Resources Program use of equipment is managed in the most effective manner to minimize operational mishaps and insure effective utilization.*

Assistance from Learning Resources staff is available as a regular service when needed and for the maintenance of equipment. Except for more complex equipment, the instructor and student should be responsible for the operation of the equipment.

3. *Learning Resources and instructional equipment are selected and purchased on the basis of specific criteria.* (See Section III.)

D. *Materials*

1. *Materials are selected, acquired, designed, or produced on the basis of institutional and instructional objectives, developed by the faculty, students, and administration in cooperation with Learning Resources.*

A written statement regarding acquisition and production of learning materials has such an important and pervasive effect upon the instructional program and the services of the Learning Resources Program that all segments of the academic community should be involved in its development. The statement should be readily available in an official publication.

Learning Resources Programs provide materials presenting all sides of controversial issues. The position of the American Library Association, and comparable associations, on the subject of censorship is firmly adhered to.

2. *Materials may be acquired and made available from a variety of sources.*

In an effort to meet the needs of the instructional process and cultural enrichment, it will be necessary to acquire materials through:

a. purchase of commercially available materials;

b. lease or rental of materials where purchase is neither possible or practical in terms of cost, utilization, or type;

c. loan through free loan agencies;

d. acquisition of materials as gifts;

e. design and production of materials not readily available.

3. *Materials must be accessible to authorized individuals.*

Although there is no uniformly accepted system to make all resources available, the materials must be properly organized and the necessary staff, facilities, and hardware provided. Highly sophisticated systems for computer, video, and audio access for retrieving, manipulating, and displaying information might be necessary.

4. *Final management decision as to the order in which materials are to be purchased or produced is the responsibility of the chief administrator or his delegated subordinate.*

Within the established framework of the written statement on acquisition and production, and the budgetary restraints, the final management decision and priority judgment must be the responsibility of the chief administrator and his duly designated subordinates.

5. *Representative works of high caliber which might arouse intellectual curiosity, counteract parochialism, help to develop critical thinking and cultural appreciation, or stimulate use of the resources for continuing education and personal development are included in the collection even though they do not presently meet direct curricular needs.*

One function of higher education is to develop adult citizens intellectually capable of taking their places in a changing society. Provision of materials beyond curricular needs is essential for this goal.

6. *Materials reflect ages, cultural backgrounds, intellectual levels, developmental needs, and vocational goals represented in the student body.*

Two-year college students represent all strata of community and national life. To meet their needs, the collection must contain materials of all kinds and at all levels. Those students who require basic remedial materials, those who seek vocational and technical training or retraining, those who seek an understanding of their culture, and those who are utilizing their retirement years for personal stimulation should each find the materials which can serve their interests and solve their problems. Special care is taken to include representative materials related to the needs of cultural or racial minorities as well as materials reflecting divergent social, religious, or political viewpoints.

7. *A board policy is developed concerning gifts to a Learning Resources Program.*

Generally, gifts are accepted only when they add strength to the collection and impose no significant limitations on housing, handling, or disposition of duplicate, damaged, or undesirable items. It is recognized that gifts frequently require more time to screen, organize, catalog, and process than new materials. Storage space and staff time requirements must be considered in accepting gift materials. In acknowledgment of gifts, attention should be called to government recognition of such contributions for tax purposes, as well as to the impropriety of any appraisal by the recipient of a donation.

8. *In local reproduction of materials for instructional use, care is taken to comply with copyright regulations.*

Laws restrict the copying of many items without permission. Procedures and guidelines must be established regarding reproduction of copyrighted materials and made easily accessible.

9. *The reference collection includes a wide selection of significant subject and general bibliographies, authoritative lists, periodical indexes, and standard reference works in all fields of knowledge.*

Every two-year college requires extensive bibliographical materials for use in locating and verifying items for purchase, rental, or borrowing, for providing for subject needs of users, and for evaluating the collection.

10. *Newspapers with various geographical, political, and social points of view on national and state issues are represented in the collection.*

Newspapers should reflect community, national, and worldwide points of view. Back files of several newspapers are retained in print or microform.

11. *Government documents are required as significant sources of information.*

Some two-year colleges which are document depositories receive government publications as a matter of course. All Learning Resources Programs should acquire regularly such publications.

12. *Files of pamphlets and other ephemeral materials are maintained.*

An effective and up-to-date pamphlet file is a strong resource in any college. Included are vocational and ephemeral materials developed through systematic acquisition of new materials, including subscriptions to pamphlet services and requests for free materials. References in the catalog to subjects contained in pamphlet files are desirable in providing the fullest access to the materials. Periodic weeding of the collection is essential.

Manufacturers' and publishers' catalogs and brochures which describe new materials and equipment are needed to supplement published lists and to provide up-to-date information.

13. *A collection of recorded and other materials should be available for individual use as well as for meeting instructional needs.*

14. *The conservation of materials, as well as the elimination of those which are obso-*

lete, should be developed as part of ongoing procedures.

The materials in the collection should be examined regularly to eliminate obsolete items, unnecessary duplicates, and worn-out materials. Prompt attention must be given to damaged materials so that repairs and replacement (including rebinding of printed materials or replacement of portions of projected or recorded materials) are handled systematically, along with prompt action to replace important items, including those discovered to be missing.

15. *The Learning Resources Unit functions as an archive for historical information and documents concerning the college itself.*

An effort should be made to locate, organize, and house institutional archives to the extent defined by the administration.

V. SERVICES

A. *Users of Learning Resources have the right to expect:*

1. That facilities, materials, and services are available to meet demonstrated instructional needs for their use;
2. That an atmosphere be provided which allows sensitive and responsive attention to their requirements;
3. That professional staff be readily available for interpretation of materials and services and for consultation on instructional development;
4. That physical facilities be maintained to make use comfortable and orderly;
5. That requests for scheduling, circulation, distribution, and utilization of materials and related equipment be handled expeditiously;
6. That acquisition, production, and organization of materials meet their instructional and personal needs.

VI. INTERAGENCY COOPERATIVE ACTIVITIES

A. *Cooperative arrangements for sharing of resources are developed with other institutions and agencies in the community, region, state, and nation.*

To provide the best possible service to the students and faculty in the two-year college, close relationships with other local institutions and agencies and with institutions of higher education in the area are essential. Through consortia, media cooperatives, and loan arrangements, institutions can share resources. The college may need to make arrangements so that its students may use the area facilities and resources. When an undue burden is placed on a neighboring institution, financial subsidy may be appropriate.

B. *The institution is willing to consider participation in cooperative projects, such as shared cataloging, computer use, and other services which may be mutually beneficial to all participants.*

By cooperative planning much expense and wasteful duplication can be avoided in the community and region. Learning Resources personnel and institutional administrators need to be alert to cooperative activities of all kinds and to be willing to explore the possibilities of participation for their own institution.

C. *Responsibility for the collection and preservation of community history and for the accumulation of other local and statistical data is shared with other institutions and is coordinated with them.*

(Copies of this article are available from ACRL.) ■■

Single copies free, multiple copies $.20 each.

Appendix B

AACJC - AECT - ALA GUIDELINES FOR TWO-YEAR COLLEGE LEARNING RESOURCES PROGRAMS: QUANTITATIVE STANDARDS

AACJC-AECT-ALA GUIDELINES FOR TWO-YEAR COLLEGE LEARNING RESOURCES PROGRAMS: QUANTITATIVE STANDARDS

Introduction

When the "Guidelines for Two-Year College Learning Resources Programs"[1] was completed in 1972, it was planned that a supplementary statement of quantitative standards should be developed. This document is the intended supplement, designed to meet the recurring requests for suggested quantitative figures for help in planning and evaluating programs. No absolutes are presented here; too many variables must be considered for this to be possible. In addition, although extensive use has been made of existing statistics when these were appropriate,[2] no conclusive research provides quantitative measurements of some factors. In such cases the professional judgment and extensive experience of the members of the committee have been the basis for the recommendations.

Adherence to every single element in the Learning Resources Program (as defined in the Guidelines) is not considered essential in this document. For example, collection size is viewed as relating not to book holdings alone or to audiovisual holdings alone but rather to total bibliographical unit equivalents (as defined in section on collections).

The significant variable accepted for most elements is enrollment expressed as full-time equivalent students (FTE). The tables reflect from under 1000 FTE to the largest enrollments for a single Learning Resources Program. These tables are also meant for programs in which the ratio of the student headcount to the FTE does not exceed 2 to 1. Where the ratio is greater, reassessment is needed. Levels of attainment of Learning Resources Programs will vary. Two levels are addressed in this document in each enrollment bracket: "minimal" (indicated in the tables by M) and "good" (indicated by G). A program consistently below the "M" level for its size is probably not able to provide services needed. A program consistently above the upper, or "G" level, will usually be found to have the capability of providing outstanding services.

It cannot be expected that these quantitative standards will remain constant. To reflect changes in two-year colleges, results of additional research, new technological and professional developments, experience in the use of this statement, and changes in the economic and educational conditions in the nation, it is recommended that a review committee be appointed three years from the date of initial adoption and at three-year intervals thereafter.

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[1] American Association of Community and Junior Colleges - Association for Educational Communications and Technology - American Library Association. "Guidelines for Two-Year College Learning Resources Programs." Audiovisual Instruction, XVIII, p.50-61 (January, 1973); College and Research Libraries News, XXXIII, p. 305-315 (December, 1972)

[2] For example, extensive computer analysis was made of the 1975 HEGIS statistics which had the only comprehensive coverage of audiovisual holdings. These statistics were analyzed by FTE, by types of materials, and by other factors. The quartiles developed have been used estensively by the committee. Stanley V. Smith. Library Statistics of Colleges and Universities: Fall 1975 Institutional Data. U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, 1977.

Staff

Staff components are defined in the "Guidelines." The positions in Table I, which include the director, are full-time equivalents for staff working 35 to 40 hours a week for 12 months a year, including vacations and holidays, in a Learning Resources Unit in which most processing occurs on campus. Staff in a central unit, such as a processing center for a multi-campus district, should be in proportion to the services rendered each campus.

Staffing of branches, extension centers, commercial level production facilities, computer operations, printing services, extensive learning or developmental laboratories, bookstore operations, or on-the-air broadcasting are not included in the Table. Most institutions will need to modify the staffing pattern to include such factors as longer or shorter workweeks and annual contracts.

Full-time Equivalent Enrollment	Level	Professional	Support
Under 1000	M	2	4
	G	4	6
1000-3000	M	2.5	5
	G	4	10
3000-5000	M	3.5	9
	G	6	18
5000-7000	M	6	15
	G	8	24
Additional for each 1000 FTE over 7000	M	.5	1
	G	1	3

Table I, STAFF

Budget

Budget formulas in a true sense are not possible in two-year colleges because of wide variances in practice from institution to institution. For example, film rentals may be charged to departmental budgets, and staff fringe benefits may or may not be included in the budget for Learning Resources Programs. In addition to these, various other services, such as learning or developmental laboratories which are definitely part of such programs, will not always be so charged in the institutional budgets.

The formulas are further complicated where there are centralized services, satellite operations, and continuing education responsibilities so that an absolute formula is not possible without examining all elements of staff, materials, services and the delineations listed in IIIC of the "Guidelines" at each campus.

Experience indicates, however, that a fully-developed Learning Resources Program will usually require from seven to twelve percent of the Educational and General Budget of the institution whether these are separately identified as learning resources or diffused in a multiple number of accounts.

Collection Size

Size of the collection available on any two-year college campus is best expressed as "bibliographical unit equivalents." Where a multi-campus district maintains some materials centrally, these holdings should be distributed for statistical purposes proportional to use by the various campuses.

Bibliographical unit equivalents (BUE) consist of written, recorded, or other materials. Each item in the following three groups is one BUE.

Written materials

1. One cataloged bound volume
2. One periodical volume
3. One cataloged document
4. One reel of microfilm
5. One cataloged microfiche
6. Five uncataloged microfiche
7. Five microcards
8. One cataloged musical work
9. One periodical currently received

Recorded materials

10. One videocassette or videotape reel
11. One reel of 16mm motion picture film
12. One cataloged 8mm loop film
13. One cataloged 35mm slide program
14. One cataloged set of transpariencies
15. One cataloged slide set
16. Fifty cataloged 2 x 2 slides, not in sets

17. One cataloged sound recording (disc, reel, or cassette)
18. Five films rented or borrowed during an academic year

Other materials

19. One cataloged map, chart, art print, or photograph
20. One cataloged kit
21. One cataloged item of realia, model, or art object
22. Any other comparable cataloged item(s)

Table No. II shows the total number of BUE's used to measure the collection. Normally written materials should constitute at least 70% of the BUE's. All other proportions of the totals may be adapted to the Learning Resources Program of the institution. Flexibility in determining the informational needs of the program then makes it possible to choose to purchase either a book or an audiovisual item, a periodical subscription, or any other materials. No two-year college should be without some BUE's in each of the five categories used in Table II. Technical institutes with extremely specialized programs may reduce the total BUE requirements as much as forty percent.

FTE enrollment	Level	Written materials		Recorded materials		Other Materials	Collection Size Totals
		Periodical subscriptions	Other written materials	Motion pictures & Videotapes	Other recorded materials		
Under 1000	M	200	20,000	15	350	50	20,615
	G	300	30,000	125	1,350	350	32,125
1000-3000	M	300	30,000	125	1,350	350	32,125
	G	500	50,000	350	3,200	1,200	55,250
3000-5000	M	500	50,000	350	3,200	1,200	55,250
	G	700	70,000	700	5,350	2,350	79,100
5000-7000	M	700	70,000	700	5,350	2,350	79,100
	G	800	85,000	1,250	8,500	4,500	100,100
Additional each 1000 FTE over 7000	M	5	6,000	13	10	5	6,133
	G	30	12,000	150	405	305	12,890

Table II, COLLECTION SIZE

Annual Accessions

If the materials are to meet the instructional needs of the institution served, continued acquisitions accompanied by continued weeding are needed even where holdings exceed recommendations. New materials are needed for presentation of new information and new interpretations or the collection becomes dated and decreases in educational value. New courses added to the curriculum and new instructional programs require new materials to meet classroom and individual needs of students. As enrollment increases there is need for more duplication and for broader approaches to topics already represented in the collection.

Five percent of the collection size should be the minimum annual acquisition for each Learning Resources Program. This percentage does not include replacements of lost or stolen items or materials to support new courses or curricula which should be additional.

Space Requirements

Space standards for two-year colleges have already been developed by the Learning Resources Association of California Community Colleges and should be utilized for permanent facilities to be in use for ten or more years. Their Facilities Guidelines,[3] if adjusted to FTE by use of the formula provided, will serve as a satisfactory standard.

Table III has been adapted from the Facilities Guidelines using absolute FTE to allow easy comparison when that publication is not available. The premises upon which the original was based deserves more attention than is possible in these standards.

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[3] Learning Resources Association of the California Community Colleges, Facilities Guidelines for Learning Resources Centers: Print, Non-print, Related Instructional Services. (P. O. Box 246, Suisun City, California 94585) 1978. Cost $25.

Full-Time Enrollment	Print Materials and Services		Audiovisual Materials and Services		Related Instructional Services	Total Assignable Square Feet
	Minimum	Maximum	Minimum	Maximum		
600	7,500	9,250	5,000	6,750	750	15,000
900	9,503	13,055	5,000	8,552	950	19,005
1800	15,495	21,693	7,748	13,946	1,550	30,990
3000	23,000	32,200	11,500	20,700	2,300	46,000
3900	28,503	39,904	14,251	25,652	2,850	57,005
5100	35,488	49,683	17,744	31,939	3,549	70,975
6000	40,650	56,910	20,325	36,585	4,065	81,000

Table III. SPACE REQUIREMENTS

To be added to the total square feet in Table III is any additional space needed for related instructional services for individualized instruction, such as learning laboratories, study skills center, language laboratories, etc. Also to be added are internal offices, office service areas (file rooms, vaults, duplicating rooms, internal corridors, office supply rooms, etc.), office related conference rooms and conference room services (kitchenettes, sound equipment storage, etc.) internal classrooms and laboratories, and non-assignable space (janitor's closets, stairways, public corridors, elevators, toilets, and building utility and operational facilities).

Equipment for Distribution

There is need for sufficient equipment for distribution to classrooms beyond equipment necessary for individual utilization of audiovisuals in the learning centers. Recommendations are limited to major types of equipment. Opaque projectors should be available even in minimal programs; quantity will depend upon utilization. Overhead projectors should be available in all classrooms. Recommendations in Table No. IV are for classroom equipment distribution only and assume a replacement schedule not longer than five years.

Quantitative formulas for some equipment are inherent in use. In a laboratory situation type and quantity of equipment will depend upon what the course or program is. Permanent sound and projection equipment will be installed in large lecture halls. All classrooms will have permanently installed projection screens and room darkening drapes or shades and will have connections and outlets for closed-circuit television where it exists.

In determining the number of pieces of equipment, a reasonable distribution of demand is assumed; i.e., that all use will not be concentrated on a peak period of either the days or the academic year. Random access or broadcast delivery systems will also affect the needs for equipment.

Uses per year	16mm. proj.	Super 8mm. proj.	Video cassette player	Slide proj.	Audio cassette player	Record player
1- 100	2- 9	2- 9	2- 9	2-24	2- 49	2- 9
101-1000	10-24	10-24	10-24	25-49	50- 99	10-24
1001-3000	25-44	15-19	25-32	50-64	100-174	25-35
3001-5000	45-49	20-24	33-49	65-99	175-249	36-49
5000+	50+	25+	50+	100+	250+	50+

Table IV. EQUIPMENT FOR DISTRIBUTION

Production

All Learning Resources Programs should provide some production capability according to the needs and requirements of the curricula, the availability of commercial materials, and the capability of the delivery system. Production, except where part of an instructional program or meeting a specific institutional need, is not an end in itself. Neither is it related to institutional size.

Basic production capability for all campuses consists of minimal equipment items for

Still photography (1 35-mm camera and arrangements for developing film elsewhere)
Ability to make and duplicate sound recordings
Sign production
Graphics layout and lettering
Laminating and dry-mounting
Ability to make overhead transpariencies
Simple illustrations
Videoplaying and duplication
One camera videotaping and videodubbing.

Intermediate production capability consists of all elements above and in addition equipment items for

Photographic black and white printing and processing
Ability to edit sound recordings
Two-camera video production.

Advanced production when justified consists of all above and in addition equipment items for

Simple studio videoproduction in color

Simple studio for sound recording and editing.

Optional production (justifiable only when needed for programs for cooperative distribution or highly sophisticated institutional needs) in addition consists of

Color television directing, production, and editing

16mm motion picture directing, production, and editing

Color photographic developing and processing.

User Services

The most important aspect to measure in standards for Learning Resouces Programs may well be the services to the user. No data now exists on which to base standards of use except for a few isolated elements. In lieu of such standards a checklist (which attempts to identify those elements for which user statistics might be collected) has been developed, including some of those elements already recognized as significant. Others which have not been collected are suggested along with these for institutional use and experimentation in the Appendix.

APPENDIX - CHECKLIST OF USER SERVICES STATISTICS TO BE COLLECTED

A. Circulation to students for out-of-building personal use (number of items)

B. Circulation to faculty for personal use (Number of items)

C. Interlibrary loans (i.e. through mail or delivery systems)
   1. Requests to borrow (number of items)
   2. Items received (number of items)
   3. Photocopies received (number of items)
   4. Requests to loan (number of items)
   5. Loans made (number of items)
   6. Photocopies sent (number of items)

D. Use of materials in-house
   1. Periodicals (number of volumes or issues)
   2. Other printed materials (number of items used by count of materials on tables, reserve use, etc.)
   3. Microforms (number of items)
   4. Audiovisuals (number of items by type)

E. Group use in-house
   1. Audiovisuals seen or heard (number of students served)
   2. Audiovisuals used in learning laboratories (number of students served)

F. Direct instruction
   1. Directed learning sessions (number of students served)
   2. Instructional sessions (number of students served)
   3. Classroom instruction for other faculty (number of students served)
   4. Taped individual programs used (number of students served)
   5. Workshops and seminars conducted (number of students served)

G. Community service

1. Direct loans to non-students (number of items)
2. Direct loans to students and faculty of other institutions (number of items)
3. Tour groups of campus visitors (number of individuals served)
4. Groups attending meetings in facilities (number of individuals served)
5. Telephone reference questions (number of requests received)
6. Research projects assisted (number of projects)

H. Reference services to students, faculty, and staff

1. Directional reference questions (number of questions)
2. Brief ready reference (number of questions)
3. Extensive assistance (by number of questions and item descriptions)
4. Assistance to physically handicapped (number assisted)
5. Referrals to outside agencies (by number)
6. Reference questions not answered (by number and item descriptions)

I. Bibliographical services

1. Telephone verification of ownership (number of items)
2. On-line reference services utilized (number of queries handled)
3. Preparation of brief (i.e. less than 10 items) bibliographies (number of bibliographies)
4. Preparation of longer bibliographies (number of bibliographies and descriptions)

J. Consultive services

1. Informational and current awareness services (number of contacts)
2. Individual assistance to faculty for instructional problems (number of contacts)

3. Team involvement in instructional projects (number of projects)
4. New faculty orientation (number of faculty served)

K. Distribution and delivery services

1. Short-time (less than one week) use of equipment (number of items)
2. Long-time use of equipment (number of items)
3. Off-campus use of equipment (number of items)

L. Classroom and other group use of materials

1. Short-term (less than one week) use (number of items)
2. Long-term use (number of items by type)
3. Off-campus use (number of items by type)

M. Viewing audience

1. Classroom (number of students viewing or listening to materials)
2. Special events (number of individuals viewing or listening to materials)
3. Off-campus audience (number of individuals viewing or listening)

N. Television closed-circuit use

1. Programs owned locally (number of showings)
2. Programs rented or borrowed (number of showings)
3. Viewing audience (number of individuals)

O. Production

1. Recording and duplication (number of items and number of staff hours)
2. Videotape recording and duplication (number of items and number of staff hours)
3. Graphics production (number of items and number of staff hours)
4. Transparency production (number of items and number of staff hours)
5. Slide production (number of items and number of staff hours)
6. Other photography (number of items and number of staff hours)
7. Dry-mounting and laminating (number of items and number of staff hours)

8. Duplicating/copying services (number of items and number of staff hours)

P. Maintenance

1. Bench repair of equipment (number of items and number of staff hours)
2. On-site repair of equipment (number of items and number of staff hours)
3. Contractual maintenance (number of items repaired)

Q. Projectionist services

1. Classroom projection (number of occasions)
2. Recreational and community projection (number of occasions)
3. Other projection (number of occasions)

R. Display and public relations

1. Bulletin Board displays (number prepared)
2. Exhibits provided (number prepared)
3. Informational publications (number prepared)

Appendix C

SURVEY QUESTIONNAIRES FOR EACH OF THE MASSACHUSETTS COMMUNITY COLLEGES

✓ = an affirmative evaluation or response

x = a negative evaluation; or no information available; or (in separate facilities) one response yes, one response no

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Berkshire Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
X 2. The learning resources program is under one administrative officer
X 3. There is a written statement of defined purposes and objectives; this statement includes
- X a. The LR program is geared to the improvement of students
- X b. That a wide variety of materials are available for use in the instructional process
- X c. That the LR staff works with faculty on instructional development
- X d. That a wide variety of services are provided
- X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

X 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
X 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
X 4. There is a LR committee of faculty and/or students
X 5. The LR chief administrator is responsible for the administration of the LR program
X 6. There is a LR staff manual outlining policies, procedures and duties
X 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
- ✓ a. Acquisition of materials and equipment
- ✓ b. Use of materials and equipment
- ✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
- ✓ a. Salaries
- X b. Student wages
- ✓ c. Purchase/Rental of materials and equipment
- ✓ d. Production of instructional materials
- ✓ e. Supplies
- X f. Contractual services

✓ g. Repair/replacement of materials and equipment

X h. Travel

✓ 4. LR expenditures are initiated in the LR unit

✓ 5. Bidding requirements for materials are non-restrictive

✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)

✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

X 1. The LR chief administrator is knowledgeable about all media services provided at the college

✓ 2. The LR unit heads are knowledgeable about their areas of operation

✓ 3. There is an adequate number of LR professional staff

X 4. All LR staff ultimately report to the LR chief administrator

✓ 5. Professional staff members have degrees and/or experience appropriate to their position

X 6. Professional staff members have faculty status, benefits and obligations; this includes

X a. tenure

✓ b. sick leave

✓ c. sabbaticals

✓ d. vacation

✓ e. retirement

X f. provisions for professional development

✓ g. pro-rated 12 month compensation

✓ 7. Professional development is expected of all LR staff; the administration provides

X a. consultants for staff development sessions

X b. travel funds for regular attendance at meetings, workshops, etc.

✓ 8. Teaching assignments are considered dual loads, and are calculated as such

✓ 9. There is an adequate number of LR support staff

✓ 10.* There is an adequate number of student assistants

B. FACILITIES

X 1. The LR chief administrator is involved in all LR facilities planning activities

X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used

X 3. There is adequate space provided for LR program

✓ 4. Space is provided in LR facility for various learning situations

X 5. LR facilities are centrally administered by the LR chief administrator

✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials

✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
✓ a. Centrally administered
✓ b. Provided in adequate number
✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
x 2. The materials are properly distributed among the various categories
x 3. The annual growth rate of the collection is at least five (5) percent
✓ 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
x 6. All materials are organized for use
x 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
x 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
x 15. The LR program serves as the college archives

Section V. (273 points) Services

x 1.* Proper facilities are available for LR services to be rendered
x 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

✓ 17. Group meetings can be accomodated in LR facilities

✓ 18. Telephone reference service is provided

✓ 19. Assistance with research projects is provided

✓ 20. For students, faculty and staff, directional reference questio are answered

✓ 21. For students, faculty and staff, brief, ready reference service is available

✓ 22. For students, faculty and staff, extensive reference service is available

✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons

✓ 24. Referrals to outside agencies are made for further assistance

✓ 25. Telephone verification of ownership of materials is provided

X 26. On-line reference services are utilized

✓ 27. Brief bibliographies (10 items or less) are compiled

✓ 28. Extensive bibliographies are compiled

X 29. Informational and current awareness services are available

✓ 30. Individual assistance to faculty for solving instructional problems is available

✓ 31. The LR staff serves on "teams" involved in instructional projects

X 32. "New faculty" are oriented to LR program

✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)

✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)

X 35. Distribution and delivery services of equipment are provided for off campus use.

✓ 36. Materials are available for classroom and group use for short-time use (one week or less)

✓ 37. Materials are available for classroom and group use for long-time use (more than one week)

✓ 38. Materials are available for classroom and group use for off campus use

X 39. Television closed-circuit services are available for programs owned by the LR program

X 40. Television closed-circuit services are available for programs rented or borrowed

✓ 41. Production facilities are available for Audio recording and duplication

✓ 42. Production facilities are available for Video recording and duplication: they are also available for

✓ 43. Graphics production,

✓ 44. Transparency production,

✓ 45. Slide production,

✓ 46. Other photography production,

✓ 47. Dry-mounting and laminating, and

✓ 48. Duplicating/copying services.

✓ 49. Equipment maintenance is provided for by the LR staff

✓ 50. Equipment maintenance is provided for On-Site use

X 51. Equipment maintenance is provided for by use of contractual services

X 52. Projectionist services are available for classroom projection

X 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	5
Section II	43	13
Section III	43	35
Section IV	177	104
Section V	273	218
Section VI	5	5
Total	561	380

Berkshire Community College
COLLEGE

Pittsfield, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Bristol Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
✓ 2. The learning resources program is under one administrative officer
X 3. There is a written statement of defined purposes and objectives; this statement includes
  X a. The LR program is geared to the improvement of students
  X b. That a wide variety of materials are available for use in the instructional process
  X c. That the LR staff works with faculty on instructional development
  X d. That a wide variety of services are provided
  X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

X 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
X 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
✓ 5. The LR chief administrator is responsible for the administration of the LR program
X 6. There is a LR staff manual outlining policies, procedures and duties
✓ 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✓ a. Acquisition of materials and equipment
  ✓ b. Use of materials and equipment
  ✓ c. Annual expenditures

Section III (43 points) Budget

✓ 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  ✓ b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✓ d. Production of instructional materials
  ✓ e. Supplies
  ✓ f. Contractual services

✓ g. Repair/replacement of materials and equipment
✓ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✓ 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
✓ 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
✗ 6. Professional staff members have faculty status, benefits and obligations; this includes
  ✗ a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  ✓ f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✓ 7. Professional development is expected of all LR staff; the administration provides
  ✗ a. consultants for staff development sessions
  ✗ b. travel funds for regular attendance at meetings, workshops, etc.
✗ 8. Teaching assignments are considered dual loads, and are calculated as such
✓ 9. There is an adequate number of LR support staff
✓ 10.* There is an adequate number of student assistants

B. FACILITIES

✓ 1. The LR chief administrator is involved in all LR facilities planning activities
✓ 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
✓ 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
✓ 5. LR facilities are centrally administered by the LR chief administrator
✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

Bristol Community College

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
  - ✓ a. Centrally administered 120
  - ✓ b. Provided in adequate number
  - ✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
✓ 2. The materials are properly distributed among the various categories
✓ 3. The annual growth rate of the collection is at least five (5) percent
X 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
✓ 6. All materials are organized for use
✓ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
✓ 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
X 15. The LR program serves as the college archives

Section V. (273 points) Services

✓ 1.* Proper facilities are available for LR services to be rendered
✓ 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

✗ 17. Group meetings can be accomodated in LR facilities

✓ 18. Telephone reference service is provided

✓ 19. Assistance with research projects is provided

✓ 20. For students, faculty and staff, directional reference questio are answered

✓ 21. For students, faculty and staff, brief, ready reference service is available

✓ 22. For students, faculty and staff, extensive reference service is available

✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons

✓ 24. Referrals to outside agencies are made for further assistance

✓ 25. Telephone verification of ownership of materials is provided

✗ 26. On-line reference services are utilized

✓ 27. Brief bibliographies (10 items or less) are compiled

✓ 28. Extensive bibliographies are compiled

✓ 29. Informational and current awareness services are available

✓ 30. Individual assistance to faculty for solving instructional problems is available

✓ 31. The LR staff serves on "teams" involved in instructional projects

✗ 32. "New faculty" are oriented to LR program

✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)

✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)

✗ 35. Distribution and delivery services of equipment are provided for off campus use.

✓ 36. Materials are available for classroom and group use for short-time use (one week or less)

✓ 37. Materials are available for classroom and group use for long-time use (more than one week)

✓ 38. Materials are available for classroom and group use for off campus use

✓ 39. Television closed-circuit services are available for programs owned by the LR program

✓ 40. Television closed-circuit services are available for programs rented or borrowed

✓ 41. Production facilities are available for Audio recording and duplication

✓ 42. Production facilities are available for Video recording and duplication: they are also available for

✗ 43. Graphics production,

✓ 44. Transparency production,

✓ 45. Slide production,

✓ 46. Other photography production,

✓ 47. Dry-mounting and laminating, and

✗ 48. Duplicating/copying services.

✓ 49. Equipment maintenance is provided for by the LR staff

✓ 50. Equipment maintenance is provided for On-Site use

✓ 51. Equipment maintenance is provided for by use of contractual services

✓ 52. Projectionist services are available for classroom projection

✓ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	10
Section II	43	28
Section III	43	43
Section IV	177	154
Section V	273	243
Section VI	5	5
Total	561	483

Bristol Community College
COLLEGE

Fall River, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Bunker Hill Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
X 2. The learning resources program is under one administrative officer
✓ 3. There is a written statement of defined purposes and objectives; this statement includes
    ✓ a. The LR program is geared to the improvement of students
    ✓ b. That a wide variety of materials are available for use in the instructional process
    ✓ c. That the LR staff works with faculty on instructional development
    ✓ d. That a wide variety of services are provided
    X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✓ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
X 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
X 5. The LR chief administrator is responsible for the administration of the LR program
X 6. There is a LR staff manual outlining policies, procedures and duties
X 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
    ✓ a. Acquisition of materials and equipment
    ✓ b. Use of materials and equipment
    ✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
    ✓ a. Salaries
    X b. Student wages
    ✓ c. Purchase/Rental of materials and equipment
    ✓ d. Production of instructional materials
    ✓ e. Supplies
    X f. Contractual services

✓ g. Repair/replacement of materials and equipment

X h. Travel

✓ 4. LR expenditures are initiated in the LR unit

✓ 5. Bidding requirements for materials are non-restrictive

✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)

✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

X 1. The LR chief administrator is knowledgeable about all media services provided at the college

✓ 2. The LR unit heads are knowledgeable about their areas of operation

✓ 3. There is an adequate number of LR professional staff

X 4. All LR staff ultimately report to the LR chief administrator

✓ 5. Professional staff members have degrees and/or experience appropriate to their position

X 6. Professional staff members have faculty status, benefits and obligations; this includes

- X a. tenure
- ✓ b. sick leave
- ✓ c. sabbaticals
- ✓ d. vacation
- ✓ e. retirement
- ✓ f. provisions for professional development
- ✓ g. pro-rated 12 month compensation

✓ 7. Professional development is expected of all LR staff; the administration provides

- ✓ a. consultants for staff development sessions
- X b. travel funds for regular attendance at meetings, workshops, etc.

X 8. Teaching assignments are considered dual loads, and are calculated as such

X 9. There is an adequate number of LR support staff

X 10.* There is an adequate number of student assistants

B. FACILITIES

X 1. The LR chief administrator is involved in all LR facilities planning activities

X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used

X 3. There is adequate space provided for LR program

✓ 4. Space is provided in LR facility for various learning situations

X 5. LR facilities are centrally administered by the LR chief administrator

X 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials

✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
  - ✓ a. Centrally administered
  - X b. Provided in adequate number
  - ✓ c. Sufficient for minimum level for production

D. MATERIALS

X 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
✓ 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
X 6. All materials are organized for use
X 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
✓ 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
X 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
X 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

X 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
X 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
X 29. Informational and current awareness services are available
X 30. Individual assistance to faculty for solving instructional problems is available
X 31. The LR staff serves on "teams" involved in instructional projects
✓ 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
✓ 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✓ 38. Materials are available for classroom and group use for off campus use
X 39. Television closed-circuit services are available for programs owned by the LR program
X 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
X 48. Duplicating/copying services,
✓ 49. Equipment maintenance is provided for by the LR staff
✓ 50. Equipment maintenance is provided for On-Site use
X 51. Equipment maintenance is provided for by use of contractual services

✓ 52. Projectionist services are available for classroom projection

✓ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	14
Section II	43	23
Section III	43	35
Section IV	177	94
Section V	273	213
Section VI	5	5
Total	561	384

Bunker Hill Community College
COLLEGE

Charlestown, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Cape Cod Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
✓ 2. The learning resources program is under one administrative officer
✗ 3. There is a written statement of defined purposes and objectives; this statement includes
  ✗ a. The LR program is geared to the improvement of students
  ✗ b. That a wide variety of materials are available for use in the instructional process
  ✗ c. That the LR staff works with faculty on instructional development
  ✗ d. That a wide variety of services are provided
  ✗ e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✓ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
✓ 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
✓ 5. The LR chief administrator is responsible for the administration of the LR program
✗ 6. There is a LR staff manual outlining policies, procedures and duties
✓ 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✗ a. Acquisition of materials and equipment
  ✗ b. Use of materials and equipment
  ✗ c. Annual expenditures

Section III (43 points) Budget

✗ 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  ✓ b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✗ d. Production of instructional materials
  ✓ e. Supplies
  ✗ f. Contractual services

X g. Repair/replacement of materials and equipment
✓ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✓ 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
✓ 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
  X a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  ✓ f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✓ 7. Professional development is expected of all LR staff; the administration provides
  X a. consultants for staff development sessions
  X b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
X 9. There is an adequate number of LR support staff
✓ 10.* There is an adequate number of student assistants

B. FACILITIES

✓ 1. The LR chief administrator is involved in all LR facilities planning activities
X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
X 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
X 5. LR facilities are centrally administered by the LR chief administrator
✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
- ✓ a. Centrally administered
- ✗ b. Provided in adequate number
- ✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
✗ 2. The materials are properly distributed among the various categories
✗ 3. The annual growth rate of the collection is at least five (5) percent
✓ 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
✗ 6. All materials are organized for use
✗ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
✗ 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

✓ 1.* Proper facilities are available for LR services to be rendered
✓ 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
✗ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✗ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

✓ 17. Group meetings can be accomodated in LR facilities

✓ 18. Telephone reference service is provided

✓ 19. Assistance with research projects is provided

✓ 20. For students, faculty and staff, directional reference questio are answered

✓ 21. For students, faculty and staff, brief, ready reference service is available

✓ 22. For students, faculty and staff, extensive reference service is available

✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons

✓ 24. Referrals to outside agencies are made for further assistance

✓ 25. Telephone verification of ownership of materials is provided

X 26. On-line reference services are utilized

✓ 27. Brief bibliographies (10 items or less) are compiled

✓ 28. Extensive bibliographies are compiled

X 29. Informational and current awareness services are available

✓ 30. Individual assistance to faculty for solving instructional problems is available

X 31. The LR staff serves on "teams" involved in instructional projects

X 32. "New faculty" are oriented to LR program

✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)

✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)

X 35. Distribution and delivery services of equipment are provided for off campus use.

✓ 36. Materials are available for classroom and group use for short-time use (one week or less)

✓ 37. Materials are available for classroom and group use for long-time use (more than one week)

X 38. Materials are available for classroom and group use for off campus use

✓ 39. Television closed-circuit services are available for programs owned by the LR program

✓ 40. Television closed-circuit services are available for programs rented or borrowed

X 41. Production facilities are available for Audio recording and duplication

✓ 42. Production facilities are available for Video recording and duplication: they are also available for

✓ 43. Graphics production,

✓ 44. Transparency production,

✓ 45. Slide production,

✓ 46. Other photography production,

✓ 47. Dry-mounting and laminating, and

✓ 48. Duplicating/copying services.

✓ 49. Equipment maintenance is provided for by the LR staff

✓ 50. Equipment maintenance is provided for On-Site use

X 51. Equipment maintenance is provided for by use of contractual services

✓ 52. Projectionist services are available for classroom projection

✗ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

✓ a. Bulletin board displays

✓ b. Exhibits

✗ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	10
Section II	43	35
Section III	43	35
Section IV	177	118
Section V	273	217
Section VI	5	5
Total	561	420

Cape Cod Community College

COLLEGE

West Barnstable, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Greenfield Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
✓ 2. The learning resources program is under one administrative officer
✓ 3. There is a written statement of defined purposes and objectives; this statement includes
  - ✓ a. The LR program is geared to the improvement of students
  - ✓ b. That a wide variety of materials are available for use in the instructional process
  - ✓ c. That the LR staff works with faculty on instructional development
  - ✓ d. That a wide variety of services are provided
  - ✗ e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✗ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
✓ 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
✓ 5. The LR chief administrator is responsible for the administration of the LR program
✗ 6. There is a LR staff manual outlining policies, procedures and duties
✓ 7. The LR chief administrator prepares and implements a budget for a LR program
✓ 8. Statistical reports are made; some of these reports cover
  - ✓ a. Acquisition of materials and equipment
  - ✓ b. Use of materials and equipment
  - ✓ c. Annual expenditures

Section III (43 points) Budget

✗ 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✗ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  - ✓ a. Salaries
  - ✗ b. Student wages
  - ✓ c. Purchase/Rental of materials and equipment
  - ✓ d. Production of instructional materials
  - ✓ e. Supplies
  - ✗ f. Contractual services

- ✓ g. Repair/replacement of materials and equipment
- X h. Travel

✓ 4. LR expenditures are initiated in the LR unit

✓ 5. Bidding requirements for materials are non-restrictive

✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)

✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✓ 1. The LR chief administrator is knowledgeable about all media services provided at the college

✓ 2. The LR unit heads are knowledgeable about their areas of operation

✓ 3. There is an adequate number of LR professional staff

✓ 4. All LR staff ultimately report to the LR chief administrator

✓ 5. Professional staff members have degrees and/or experience appropriate to their position

X 6. Professional staff members have faculty status, benefits and obligations; this includes

- X a. tenure
- ✓ b. sick leave
- ✓ c. sabbaticals
- ✓ d. vacation
- ✓ e. retirement
- ✓ f. provisions for professional development
- ✓ g. pro-rated 12 month compensation

✓ 7. Professional development is expected of all LR staff; the administration provides

- X a. consultants for staff development sessions
- X b. travel funds for regular attendance at meetings, workshops, etc.

✓ 8. Teaching assignments are considered dual loads, and are calculated as such

✓ 9. There is an adequate number of LR support staff

✓ 10.* There is an adequate number of student assistants

B. FACILITIES

✓ 1. The LR chief administrator is involved in all LR facilities planning activities

✓ 2. The LR chief administrator is involved in all other facilities planning where LR are to be used

X 3. There is adequate space provided for LR program

✓ 4. Space is provided in LR facility for various learning situations

✓ 5. LR facilities are centrally administered by the LR chief administrator

✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials

✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is

✓ a. Centrally administered

✗ b. Provided in adequate number

✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available

✗ 2. The materials are properly distributed among the various categories

✗ 3. The annual growth rate of the collection is at least five (5) percent

✗ 4. There is a written statement of acquisition and production of materials

✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.

✓ 6. All materials are organized for use

✓ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)

✓ 8. There is a "board" policy concerning gifts to the LR program

✓ 9. The LR staff comply with copyright procedures

✗ 10. There are local, regional, national and international newspapers available

✓ 11. Government documents are collected

✓ 12. Pamphlet/vertical files are maintained

✓ 13. Recorded and other media are available

✓ 14. Materials are properly cared for, conserved, repaired and weeded

✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

✗ 1.* Proper facilities are available for LR services to be rendered

✓ 2.* Proper atmosphere exists for LR services to be effective

✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development

✓ 4.* LR facilities are clean and well-maintained.

✗ 5. LR materials circulate to students for out-of-building use

✓ 6. LR materials circulate to faculty for out-of-building use

✓ 7. Materials are borrowed from other library/media facilities

✓ 8. Materials are loaned to other library/media facilities

✓ 9. Periodicals, both current issues and backfiles, are available for use

✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use

✓ 11. Microforms are available for use

✓ 12. Audiovisual materials are available for use

✓ 13. In-house group use of audiovisual materials can be accomodated

✓ 14. Direct loans are made to community (non-student) members

✓ 15. Direct loans are made to students and faculty of other institutions

✓ 16. Group tours of LR facilities are available to campus visitors.

Greenfield Community College

✗ 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
✗ 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
✗ 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
✓ 31. The LR staff serves on "teams" involved in instructional projects
✗ 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
✗ 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✓ 38. Materials are available for classroom and group use for off campus use
✓ 39. Television closed-circuit services are available for programs owned by the LR program
✓ 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
✗ 48. Duplicating/copying services.
✓ 49. Equipment maintenance is provided for by the LR staff
✓ 50. Equipment maintenance is provided for On-Site use
✗ 51. Equipment maintenance is provided for by use of contractual services

✓ 52. Projectionist services are available for classroom projection

✗ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	19
Section II	43	33
Section III	43	30
Section IV	177	139
Section V	273	223
Section VI	5	5
Total	561	449

Greenfield Community College
COLLEGE

Greenfield, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Holyoke Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
X 2. The learning resources program is under one administrative officer
X 3. There is a written statement of defined purposes and objectives; this statement includes
  X a. The LR program is geared to the improvement of students
  X b. That a wide variety of materials are available for use in the instructional process
  X c. That the LR staff works with faculty on instructional development
  X d. That a wide variety of services are provided
  X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

X 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
X 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
X 5. The LR chief administrator is responsible for the administration of the LR program
X 6. There is a LR staff manual outlining policies, procedures and duties
X 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✓ a. Acquisition of materials and equipment
  ✓ b. Use of materials and equipment
  ✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  ✓ b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✓ d. Production of instructional materials
  ✓ e. Supplies
  ✓ f. Contractual services

✓ g. Repair/replacement of materials and equipment

X h. Travel

✓ 4. LR expenditures are initiated in the LR unit

✓ 5. Bidding requirements for materials are non-restrictive

✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)

✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

X 1. The LR chief administrator is knowledgeable about all media services provided at the college

✓ 2. The LR unit heads are knowledgeable about their areas of operation

✓ 3. There is an adequate number of LR professional staff

X 4. All LR staff ultimately report to the LR chief administrator

✓ 5. Professional staff members have degrees and/or experience appropriate to their position

X 6. Professional staff members have faculty status, benefits and obligations; this includes

- X a. tenure
- ✓ b. sick leave
- ✓ c. sabbaticals
- ✓ d. vacation
- ✓ e. retirement
- ✓ f. provisions for professional development
- ✓ g. pro-rated 12 month compensation

✓ 7. Professional development is expected of all LR staff; the administration provides

- ✓ a. consultants for staff development sessions
- X b. travel funds for regular attendance at meetings, workshops, etc.

X 8. Teaching assignments are considered dual loads, and are calculated as such

✓ 9. There is an adequate number of LR support staff

✓ 10.* There is an adequate number of student assistants

B. FACILITIES

X 1. The LR chief administrator is involved in all LR facilities planning activities

X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used

X 3. There is adequate space provided for LR program

✓ 4. Space is provided in LR facility for various learning situations

X 5. LR facilities are centrally administered by the LR chief administrator

✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials

✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
- ✓ a. Centrally administered
- ✓ b. Provided in adequate number
- ✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available

✓ 2. The materials are properly distributed among the various categories

✗ 3. The annual growth rate of the collection is at least five (5) percent

✓ 4. There is a written statement of acquisition and production of materials

✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.

✓ 6. All materials are organized for use

✗ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)

✓ 8. There is a "board" policy concerning gifts to the LR program

✓ 9. The LR staff comply with copyright procedures

✓ 10. There are local, regional, national and international newspapers available

✓ 11. Government documents are collected

✓ 12. Pamphlet/vertical files are maintained

✓ 13. Recorded and other media are available

✓ 14. Materials are properly cared for, conserved, repaired and weeded

✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

✓ 1.* Proper facilities are available for LR services to be rendered

✓ 2.* Proper atmosphere exists for LR services to be effective

✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development

✓ 4.* LR facilities are clean and well-maintained.

✓ 5. LR materials circulate to students for out-of-building use

✓ 6. LR materials circulate to faculty for out-of-building use

✓ 7. Materials are borrowed from other library/media facilities

✓ 8. Materials are loaned to other library/media facilities

✓ 9. Periodicals, both current issues and backfiles, are available for use

✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use

✓ 11. Microforms are available for use

✓ 12. Audiovisual materials are available for use

✓ 13. In-house group use of audiovisual materials can be accomodated

✓ 14. Direct loans are made to community (non-student) members

✓ 15. Direct loans are made to students and faculty of other institutions

✓ 16. Group tours of LR facilities are available to campus visitors.

✓ 17. Group meetings can be accomodated in LR facilities

✓ 18. Telephone reference service is provided

✓ 19. Assistance with research projects is provided

✓ 20. For students, faculty and staff, directional reference questio are answered

✓ 21. For students, faculty and staff, brief, ready reference service is available

✓ 22. For students, faculty and staff, extensive reference service is available

✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons

✓ 24. Referrals to outside agencies are made for further assistance

✓ 25. Telephone verification of ownership of materials is provided

X 26. On-line reference services are utilized

✓ 27. Brief bibliographies (10 items or less) are compiled

✓ 28. Extensive bibliographies are compiled

✓ 29. Informational and current awareness services are available

✓ 30. Individual assistance to faculty for solving instructional problems is available

✓ 31. The LR staff serves on "teams" involved in instructional projects

X 32. "New faculty" are oriented to LR program

✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)

✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)

X 35. Distribution and delivery services of equipment are provided for off campus use.

✓ 36. Materials are available for classroom and group use for short-time use (one week or less)

✓ 37. Materials are available for classroom and group use for long-time use (more than one week)

✓ 38. Materials are available for classroom and group use for off campus use

✓ 39. Television closed-circuit services are available for programs owned by the LR program

✓ 40. Television closed-circuit services are available for programs rented or borrowed

✓ 41. Production facilities are available for Audio recording and duplication

✓ 42. Production facilities are available for Video recording and duplication: they are also available for

✓ 43. Graphics production,

✓ 44. Transparency production,

✓ 45. Slide production,

✓ 46. Other photography production,

✓ 47. Dry-mounting and laminating, and

X 48. Duplicating/copying services.

✓ 49. Equipment maintenance is provided for by the LR staff

X 50. Equipment maintenance is provided for On-Site use

✓ 51. Equipment maintenance is provided for by use of contractual services

X 52. Projectionist services are available for classroom projection

X 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	5
Section II	43	18
Section III	43	37
Section IV	177	125
Section V	273	238
Section VI	5	5
Total	561	428

Holyoke Community College
COLLEGE

Holyoke, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Massachusetts Bay Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
✓ 2. The learning resources program is under one administrative officer
✓ 3. There is a written statement of defined purposes and objectives; this statement includes
  ✓ a. The LR program is geared to the improvement of students
  ✓ b. That a wide variety of materials are available for use in the instructional process
  ✓ c. That the LR staff works with faculty on instructional development
  ✓ d. That a wide variety of services are provided
  ✓ e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✓ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
✓ 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
✓ 5. The LR chief administrator is responsible for the administration of the LR program
✓ 6. There is a LR staff manual outlining policies, procedures and duties
✓ 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✓ a. Acquisition of materials and equipment
  ✓ b. Use of materials and equipment
  ✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
X 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  ✓ b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✓ d. Production of instructional materials
  ✓ e. Supplies
  X f. Contractual services

✓ g. Repair/replacement of materials and equipment
✓ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✓ 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
✓ 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
  X a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  X f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✓ 7. Professional development is expected of all LR staff; the administration provides
  X a. consultants for staff development sessions
  X b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
✓ 9. There is an adequate number of LR support staff
X 10.* There is an adequate number of student assistants

B. FACILITIES

X 1. The LR chief administrator is involved in all LR facilities planning activities
X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
X 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
✓ 5. LR facilities are centrally administered by the LR chief administrator
X 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
  X a. Centrally administered
  ✓ b. *Provided in adequate number*
  ✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
✓ 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
✓ 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
X 6. All materials are organized for use
✓ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
X 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
X 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
X 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

X 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
X 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
✓ 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
✓ 31. The LR staff serves on "teams" involved in instructional projects
X 32. "New faculty" are oriented to LR program
X 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
X 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
X 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✓ 38. Materials are available for classroom and group use for off campus use
X 39. Television closed-circuit services are available for programs owned by the LR program
X 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
X 48. Duplicating/copying services.
✓ 49. Equipment maintenance is provided for by the LR staff
✓ 50. Equipment maintenance is provided for On-Site use
X 51. Equipment maintenance is provided for by use of contractual services

✗ 52. Projectionist services are available for classroom projection

✗ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of
  - ✓ a. Bulletin board displays
  - ✓ b. Exhibits
  - ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	20
Section II	43	43
Section III	43	32
Section IV	177	121
Section V	273	193
Section VI	5	5
Total	561	414

Massachusetts Bay Community College
COLLEGE

Wellesley, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Massasoit Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
X 2. The learning resources program is under one administrative officer
X 3. There is a written statement of defined purposes and objectives; this statement includes
    X a. The LR program is geared to the improvement of students
    X b. That a wide variety of materials are available for use in the instructional process
    X c. That the LR staff works with faculty on instructional development
    X d. That a wide variety of services are provided
    X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✓ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
X 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
X 5. The LR chief administrator is responsible for the administration of the LR program
X 6. There is a LR staff manual outlining policies, procedures and duties
X 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
    ✓ a. Acquisition of materials and equipment
    ✓ b. Use of materials and equipment
    ✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
    ✓ a. Salaries
    ✓ b. Student wages
    ✓ c. Purchase/Rental of materials and equipment
    ✓ d. Production of instructional materials
    ✓ e. Supplies
    X f. Contractual services

✓ g. Repair/replacement of materials and equipment
✓ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

X 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
X 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
  X a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  X f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✓ 7. Professional development is expected of all LR staff; the administration provides
  X consultants for staff development sessions
  X b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
✓ 9. There is an adequate number of LR support staff
X 10.* There is an adequate number of student assistants

B. FACILITIES

X 1. The LR chief administrator is involved in all LR facilities planning activities
X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
X 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
X 5. LR facilities are centrally administered by the LR chief administrator
X 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

Massasoit Community College

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
- X a. Centrally administered
- X b. Provided in adequate number
- ✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
X 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
X 6. All materials are organized for use
X 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
X 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
X 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
X 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

X 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
X 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
X 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
X 31. The LR staff serves on "teams" involved in instructional projects
X 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
X 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✓ 38. Materials are available for classroom and group use for off campus use
X 39. Television closed-circuit services are available for programs owned by the LR program
X 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
✓ 48. Duplicating/copying services.
✓ 49. Equipment maintenance is provided for by the LR staff
✓ 50. Equipment maintenance is provided for On-Site use
X 51. Equipment maintenance is provided for by use of contractual services

X 52. Projectionist services are available for classroom projection

X 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

✓ a. Bulletin board displays

✓ b. Exhibits

✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	5
Section II	43	23
Section III	43	37
Section IV	177	91
Section V	273	198
Section VI	5	5
Total	561	359

Massasoit Community College
COLLEGE

Brocton, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Middlesex Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided

✓ 2. The learning resources program is under one administrative officer

✗ 3. There is a written statement of defined purposes and objectives; this statement includes

  ✗ a. The LR program is geared to the improvement of students

  ✗ b. That a wide variety of materials are available for use in the instructional process

  ✗ c. That the LR staff works with faculty on instructional development

  ✗ d. That a wide variety of services are provided

  ✗ e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✗ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads

✓ 2. The LR chief administrator reports to the instructional officer of the college

✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings

✓ 4. There is a LR committee of faculty and/or students

✓ 5. The LR chief administrator is responsible for the administration of the LR program

✓ 6. There is a LR staff manual outlining policies, procedures and duties

✓ 7. The LR chief administrator prepares and implements a budget for a LR programs

✓ 8. Statistical reports are made; some of these reports cover

  ✓ a. Acquisition of materials and equipment

  ✓ b. Use of materials and equipment

  ✗ c. Annual expenditures

Section III (43 points) Budget

✗ 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.

✗ 2. The LR budget is the end result of institutional planning for such services

✓ 3. The LR program has a separate budget; categories include

  ✓ a. Salaries

  ✗ b. Student wages

  ✓ c. Purchase/Rental of materials and equipment

  ✓ d. Production of instructional materials

  ✓ e. Supplies

  ✗ f. Contractual services

✓ g. Repair/replacement of materials and equipment
✗ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✓ 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
✓ 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
✗ 6. Professional staff members have faculty status, benefits and obligations; this includes
  ✗ a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  ✓ f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✗ 7. Professional development is expected of all LR staff; the administration provides
  ✗ a. consultants for staff development sessions
  ✗ b. travel funds for regular attendance at meetings, workshops, etc.
✗ 8. Teaching assignments are considered dual loads, and are calculated as such
✗ 9. There is an adequate number of LR support staff
✗ 10.* There is an adequate number of student assistants

B. FACILITIES

✓ 1. The LR chief administrator is involved in all LR facilities planning activities
✓ 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
✗ 3. There is adequate space provided for LR program
✗ 4. Space is provided in LR facility for various learning situations
✓ 5. LR facilities are centrally administered by the LR chief administrator
✗ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
  ✓ a. Centrally administered
  X b. Provided in adequate number
  ✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
X 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
✓ 6. All materials are organized for use
✓ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
X 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
X 2.* Proper atmosphere exists for LR services to be effective
X 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

✗ 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
✗ 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
✗ 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
✗ 31. The LR staff serves on "teams" involved in instructional projects
✓ 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
✗ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
✗ 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✗ 38. Materials are available for classroom and group use for off campus use
✗ 39. Television closed-circuit services are available for programs owned by the LR program
✗ 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✗ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
✗ 48. Duplicating/copying services.
✗ 49. Equipment maintenance is provided for by the LR staff
✗ 50. Equipment maintenance is provided for On-Site use
✗ 51. Equipment maintenance is provided for by use of contractual services

✓ 52. Projectionist services are available for classroom projection

x 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

✓ a. Bulletin board displays

x b. Exhibits

✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	10
Section II	43	37
Section III	43	30
Section IV	177	108
Section V	273	178
Section VI	5	5
Total	561	368

Middlesex Community College

COLLEGE

Bedford, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

- ✓ 1. A learning resources program is provided
- X 2. The learning resources program is under one administrative officer
- X 3. There is a written statement of defined purposes and objectives; this statement includes
  - X a. The LR program is geared to the improvement of students
  - X b. That a wide variety of materials are available for use in the instructional process
  - X c. That the LR staff works with faculty on instructional development
  - X d. That a wide variety of services are provided
  - X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

- ✓ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
- X 2. The LR chief administrator reports to the instructional officer of the college
- ✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
- X 4. There is a LR committee of faculty and/or students
- X 5. The LR chief administrator is responsible for the administration of the LR program
- ✓ 6. There is a LR staff manual outlining policies, procedures and duties
- X 7. The LR chief administrator prepares and implements a budget for a LR programs
- ✓ 8. Statistical reports are made; some of these reports cover
  - ✓ a. Acquisition of materials and equipment
  - ✓ b. Use of materials and equipment
  - ✓ c. Annual expenditures

Section III (43 points) Budget

- ✓ 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
- ✓ 2. The LR budget is the end result of institutional planning for such services
- ✓ 3. The LR program has a separate budget; categories include
  - ✓ a. Salaries
  - ✓ b. Student wages
  - ✓ c. Purchase/Rental of materials and equipment
  - ✓ d. Production of instructional materials
  - ✓ e. Supplies
  - ✓ f. Contractual services

✓ g. Repair/replacement of materials and equipment
✓ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

X 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
X 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
X a. tenure
✓ b. sick leave
✓ c. sabbaticals
✓ d. vacation
✓ e. retirement
✓ f. provisions for professional development
✓ g. pro-rated 12 month compensation
X 7. Professional development is expected of all LR staff; the administration provides
X a. consultants for staff development sessions
X b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
✓ 9. There is an adequate number of LR support staff
X 10.* There is an adequate number of student assistants

B. FACILITIES

X 1. The LR chief administrator is involved in all LR facilities planning activities
X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
✓ 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
X 5. LR facilities are centrally administered by the LR chief administrator
✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
✓ a. Centrally administered
✓ b. Provided in adequate number
✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
X 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
X 6. All materials are organized for use
X 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

✓ 1.* Proper facilities are available for LR services to be rendered
✓ 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors

✓ 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
X 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
X 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
✓ 31. The LR staff serves on "teams" involved in instructional projects
X 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
X 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✓ 38. Materials are available for classroom and group use for off campus use
✓ 39. Television closed-circuit services are available for programs owned by the LR program
✓ 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
✓ 48. Duplicating/copying services.
✓ 49. Equipment maintenance is provided for by the LR staff
✓ 50. Equipment maintenance is provided for On-Site use
✓ 51. Equipment maintenance is provided for by use of contractual services

X 52. Projectionist services are available for classroom projection

X 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

✓ a. Bulletin board displays

✓ b. Exhibits

✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	5
Section II	43	23
Section III	43	43
Section IV	177	98
Section V	273	243
Section VI	5	5
Total	561	417

Mount Wachusett Community College
COLLEGE

Gardner, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

North Shore Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
✓ 2. The learning resources program is under one administrative officer
X 3. There is a written statement of defined purposes and objectives; this statement includes
  X a. The LR program is geared to the improvement of students
  X b. That a wide variety of materials are available for use in the instructional process
  X c. That the LR staff works with faculty on instructional development
  X d. That a wide variety of services are provided
  X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✓ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
✓ 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
X 4. There is a LR committee of faculty and/or students
✓ 5. The LR chief administrator is responsible for the administration of the LR program
✓ 6. There is a LR staff manual outlining policies, procedures and duties
✓ 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✓ a. Acquisition of materials and equipment
  ✓ b. Use of materials and equipment
  ✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  ✓ b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✓ d. Production of instructional materials
  ✓ e. Supplies
  ✓ f. Contractual services

✓ g. Repair/replacement of materials and equipment
✓ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✓ 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
✓ 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
  X a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  ✓ f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✓ 7. Professional development is expected of all LR staff; the administration provides
  ✓ a. consultants for staff development sessions
  ✓ b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
✓ 9. There is an adequate number of LR support staff
✓ 10.* There is an adequate number of student assistants

B. FACILITIES

✓ 1. The LR chief administrator is involved in all LR facilities planning activities
✓ 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
X 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
✓ 5. LR facilities are centrally administered by the LR chief administrator
X 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

North Shore Community College

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
X a. Centrally administered
X b. Provided in adequate number
✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
✓ 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
X 6. All materials are organized for use
✓ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
✓ 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
X 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ [illegible]. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

✓ 17. Group meetings can be accomodated in LR facilities
X 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
X 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
X 28. Extensive bibliographies are compiled
✓ 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
✓ 31. The LR staff serves on "teams" involved in instructional projects
✓ 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
X 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
X 37. Materials are available for classroom and group use for long-time use (more than one week)
✓ 38. Materials are available for classroom and group use for off campus use
X 39. Television closed-circuit services are available for programs owned by the LR program
X 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
✓ 48. Duplicating/copying services.
X 49. Equipment maintenance is provided for by the LR staff
✓ 50. Equipment maintenance is provided for On-Site use
X 51. Equipment maintenance is provided for by use of contractual services

X 52. Projectionist services are available for classroom projection

X 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	10
Section II	43	38
Section III	43	38
Section IV	177	129
Section V	273	208
Section VI	5	5
Total	561	430

North Shore Community College

COLLEGE

Beverly, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
✓ 2. The learning resources program is under one administrative officer
X 3. There is a written statement of defined purposes and objectives; this statement includes
  X a. The LR program is geared to the improvement of students
  X b. That a wide variety of materials are available for use in the instructional process
  X c. That the LR staff works with faculty on instructional development
  X d. That a wide variety of services are provided
  X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

X 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
✓ 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
X 4. There is a LR committee of faculty and/or students
✓ 5. The LR chief administrator is responsible for the administration of the LR program
X 6. There is a LR staff manual outlining policies, procedures and duties
✓ 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✓ a. Acquisition of materials and equipment
  ✓ b. Use of materials and equipment
  ✓ c. Annual expenditures

Section III (43 points) Budget

✓ 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  X b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✓ d. Production of instructional materials
  ✓ e. Supplies
  X f. Contractual services

✓ g. Repair/replacement of materials and equipment
X h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

X 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
✓ 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
  X a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  X f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
X 7. Professional development is expected of all LR staff; the administration provides
  X a. consultants for staff development sessions
  X b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
✓ 9. There is an adequate number of LR support staff
X 10.* There is an adequate number of student assistants

B. FACILITIES

✓ 1. The LR chief administrator is involved in all LR facilities planning activities
✓ 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
X 3. There is adequate space provided for LR program
X 4. Space is provided in LR facility for various learning situations
✓ 5. LR facilities are centrally administered by the LR chief administrator
✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
X 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
  X a. Centrally administered
  ✓ b. Provided in adequate number
  X c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
✓ 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
X 6. All materials are organized for use
✓ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
X 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
X 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
X 16. Group tours of LR facilities are available to campus visitors.

✓ 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
X 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
X 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
X 31. The LR staff serves on "teams" involved in instructional projects
X 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
X 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
X 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
X 37. Materials are available for classroom and group use for long-time use (more than one week)
X 38. Materials are available for classroom and group use for off campus use
✓ 39. Television closed-circuit services are available for programs owned by the LR program
✓ 40. Television closed-circuit services are available for programs rented or borrowed
X 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
X 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
X 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
X 48. Duplicating/copying services.
✓ 49. Equipment maintenance is provided for by the LR staff
✓ 50. Equipment maintenance is provided for On-Site use
✓ 51. Equipment maintenance is provided for by use of contractual services

✓ 52. Projectionist services are available for classroom projection

✓ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

✓ a. Bulletin board displays

✓ b. Exhibits

✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	10
Section II	43	28
Section III	43	40
Section IV	177	111
Section V	273	198
Section VI	5	5
Total	561	392

Northern Essex Community College
COLLEGE

Haverhill, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

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Quinsigamond Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
X 2. The learning resources program is under one administrative officer
X 3. There is a written statement of defined purposes and objectives; this statement includes
  X a. The LR program is geared to the improvement of students
  X b. That a wide variety of materials are available for use in the instructional process
  X c. That the LR staff works with faculty on instructional development
  X d. That a wide variety of services are provided
  X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

X 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
X 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
X 5. The LR chief administrator is responsible for the administration of the LR program
X 6. There is a LR staff manual outlining policies, procedures and duties
X 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✓ a. Acquisition of materials and equipment
  ✓ b. Use of materials and equipment
  ✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  ✓ b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✓ d. Production of instructional materials
  ✓ e. Supplies
  X f. Contractual services

✓ g. Repair/replacement of materials and equipment

✓ h. Travel

✓ 4. LR expenditures are initiated in the LR unit

✓ 5. Bidding requirements for materials are non-restrictive

✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)

✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✗ 1. The LR chief administrator is knowledgeable about all media services provided at the college

✓ 2. The LR unit heads are knowledgeable about their areas of operation

✓ 3. There is an adequate number of LR professional staff

✗ 4. All LR staff ultimately report to the LR chief administrator

✓ 5. Professional staff members have degrees and/or experience appropriate to their position

✗ 6. Professional staff members have faculty status, benefits and obligations; this includes

- ✗ a. tenure
- ✓ b. sick leave
- ✗ c. sabbaticals
- ✓ d. vacation
- ✓ e. retirement
- ✓ f. provisions for professional development
- ✓ g. pro-rated 12 month compensation

✓ 7. Professional development is expected of all LR staff; the administration provides

- ✗ a. consultants for staff development sessions
- ✗ b. travel funds for regular attendance at meetings, workshops, etc.

✗ 8. Teaching assignments are considered dual loads, and are calculated as such

✗ 9. There is an adequate number of LR support staff

✗ 10.* There is an adequate number of student assistants

B. FACILITIES

✗ 1. The LR chief administrator is involved in all LR facilities planning activities

✗ 2. The LR chief administrator is involved in all other facilities planning where LR are to be used

✗ 3. There is adequate space provided for LR program

✗ 4. Space is provided in LR facility for various learning situations

✗ 5. LR facilities are centrally administered by the LR chief administrator

✗ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials

✗ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is

X a. Centrally administered

X b. Provided in adequate number

✓ c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available

X 2. The materials are properly distributed among the various categories

X 3. The annual growth rate of the collection is at least five (5) percent

X 4. There is a written statement of acquisition and production of materials

✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced

X 6. All materials are organized for use

X 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)

✓ 8. There is a "board" policy concerning gifts to the LR program

✓ 9. The LR staff comply with copyright procedures

✓ 10. There are local, regional, national and international newspapers available

✓ 11. Government documents are collected

✓ 12. Pamphlet/vertical files are maintained

✓ 13. Recorded and other media are available

✓ 14. Materials are properly cared for, conserved, repaired and weeded

X 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered

X 2.* Proper atmosphere exists for LR services to be effective

✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development

X 4.* LR facilities are clean and well-maintained.

X 5. LR materials circulate to students for out-of-building use

✓ 5. LR materials circulate to faculty for out-of-building use

✓ 7. Materials are borrowed from other library/media facilities

✓ 8. Materials are loaned to other library/media facilities

✓ 9. Periodicals, both current issues and backfiles, are available for use

✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use

✓ 11. Microforms are available for use

✓ 12. Audiovisual materials are available for use

X 13. In-house group use of audiovisual materials can be accomodated

✓ 14. Direct loans are made to community (non-student) members

✓ 15. Direct loans are made to students and faculty of other institutions

✓ 16. Group tours of LR facilities are available to campus visitors.

X 17. Group meetings can be accomodated in LR facilities

✓ 18. Telephone reference service is provided

✓ 19. Assistance with research projects is provided

✓ 20. For students, faculty and staff, directional reference questio are answered

✓ 21. For students, faculty and staff, brief, ready reference service is available

✓ 22. For students, faculty and staff, extensive reference service is available

✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons

✓ 24. Referrals to outside agencies are made for further assistance

✓ 25. Telephone verification of ownership of materials is provided

X 26. On-line reference services are utilized

X 27. Brief bibliographies (10 items or less) are compiled

X 28. Extensive bibliographies are compiled

X 29. Informational and current awareness services are available

✓ 30. Individual assistance to faculty for solving instructional problems is available

✓ 31. The LR staff serves on "teams" involved in instructional projects

X 32. "New faculty" are oriented to LR program

✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)

✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)

✓ 35. Distribution and delivery services of equipment are provided for off campus use.

✓ 36. Materials are available for classroom and group use for short-time use (one week or less)

✓ 37. Materials are available for classroom and group use for long-time use (more than one week)

✓ 38. Materials are available for classroom and group use for off campus use

X 39. Television closed-circuit services are available for programs owned by the LR program

X 40. Television closed-circuit services are available for programs rented or borrowed

✓ 41. Production facilities are available for Audio recording and duplication

✓ 42. Production facilities are available for Video recording and duplication: they are also available for

✓ 43. Graphics production,

✓ 44. Transparency production,

✓ 45. Slide production,

✓ 46. Other photography production,

✓ 47. Dry-mounting and laminating, and

X 48. Duplicating/copying services.

✓ 49. Equipment maintenance is provided for by the LR staff

✓ 50. Equipment maintenance is provided for On-Site use

X 51. Equipment maintenance is provided for by use of contractual services

✓ 52. Projectionist services are available for classroom projection
X 53. Projectionist services are available for recreational and community projection
✓ 54. Displays and public relations are provided for; this includes use of
  X a. Bulletin board displays
  ✓ b. Exhibits
  ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	5
Section II	43	18
Section III	43	39
Section IV	177	75
Section V	273	192
Section VI	5	5
Total	561	334

Quinsigamond Community College
COLLEGE

Worcester, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Roxbury Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided
✓ 2. The learning resources program is under one administrative officer
✗ 3. There is a written statement of defined purposes and objectives; this statement includes
  ✗ a. The LR program is geared to the improvement of students
  ✗ b. That a wide variety of materials are available for use in the instructional process
  ✗ c. That the LR staff works with faculty on instructional development
  ✗ d. That a wide variety of services are provided
  ✗ e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

✓ 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads
✓ 2. The LR chief administrator reports to the instructional officer of the college
✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings
✓ 4. There is a LR committee of faculty and/or students
✓ 5. The LR chief administrator is responsible for the administration of the LR program
✗ 6. There is a LR staff manual outlining policies, procedures and duties
✓ 7. The LR chief administrator prepares and implements a budget for a LR programs
✓ 8. Statistical reports are made; some of these reports cover
  ✓ a. Acquisition of materials and equipment
  ✓ b. Use of materials and equipment
  ✓ c. Annual expenditures

Section III (43 points) Budget

✗ 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.
✓ 2. The LR budget is the end result of institutional planning for such services
✓ 3. The LR program has a separate budget; categories include
  ✓ a. Salaries
  ✗ b. Student wages
  ✓ c. Purchase/Rental of materials and equipment
  ✓ d. Production of instructional materials
  ✓ e. Supplies
  ✓ f. Contractual services

✓ g. Repair/replacement of materials and equipment
X h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

✓ 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
✓ 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
  X a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  ✓ f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✓ 7. Professional development is expected of all LR staff; the administration provides
  X a. consultants for staff development sessions
  X b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
X 9. There is an adequate number of LR support staff
X 10.* There is an adequate number of student assistants

B. FACILITIES

✓ 1. The LR chief administrator is involved in all LR facilities planning activities
✓ 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
X 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
✓ 5. LR facilities are centrally administered by the LR chief administrator
X 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
  ✓ a. Centrally administered
  X b. Provided in adequate number
  X c. Sufficient for minimum level for production

D. MATERIALS

X 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
✓ 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
✓ 6. All materials are organized for use
✓ 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
X 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
X 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
✓ 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
✓ 13. In-house group use of audiovisual materials can be accomodated
X 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

✓ 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
✗ 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✗ 28. Extensive bibliographies are compiled
✓ 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
✓ 31. The LR staff serves on "teams" involved in instructional projects
✗ 32. "New faculty" are oriented to LR program
✓ 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
✓ 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
✗ 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✗ 38. Materials are available for classroom and group use for off campus use
✗ 39. Television closed-circuit services are available for programs owned by the LR program
✗ 40. Television closed-circuit services are available for programs rented or borrowed
✓ 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
✗ 48. Duplicating/copying services.
✗ 49. Equipment maintenance is provided for by the LR staff
✗ 50. Equipment maintenance is provided for On-Site use
✓ 51. Equipment maintenance is provided for by use of contractual services

✗ 52. Projectionist services are available for classroom projection

✗ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	10
Section II	43	38
Section III	43	36
Section IV	177	117
Section V	273	198
Section VI	5	5
Total	561	404

Roxbury Community College
COLLEGE

Roxbury, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Springfield Technical Community College

Survey Questionnaire - Learning Resources Program

Section I. (20 points) Objectives and Purposes

✓ 1. A learning resources program is provided

X 2. The learning resources program is under one administrative officer

X 3. There is a written statement of defined purposes and objectives; this statement includes

X a. The LR program is geared to the improvement of students

X b. That a wide variety of materials are available for use in the instructional process

X c. That the LR staff works with faculty on instructional development

X d. That a wide variety of services are provided

X e. That the LR programs cooperate in the development of area, regional and/or state networks, systems or consortia

Section II. (43 points) Organization and Administration

X 1. There is a written statement clearly defining the responsibilitie and functions of the LR program, the chief administrator and department heads

X 2. The LR chief administrator reports to the instructional officer of the college

✓ 3. Professional LR staff are involved in committees and/or serve as liaisons with various departments and attend such meetings

X 4. There is a LR committee of faculty and/or students

X 5. The LR chief administrator is responsible for the administration of the LR program

X 6. There is a LR staff manual outlining policies, procedures and duties

X 7. The LR chief administrator prepares and implements a budget for a LR programs

✓ 8. Statistical reports are made; some of these reports cover

✓ a. Acquisition of materials and equipment

✓ b. Use of materials and equipment

✓ c. Annual expenditures

Section III (43 points) Budget

X 1. The budget for all LR program services constitutes seven (7) to twelve (12) percent of the college's total operating budget.

X 2. The LR budget is the end result of institutional planning for such services

✓ 3. The LR program has a separate budget; categories include

✓ a. Salaries

X b. Student wages

✓ c. Purchase/Rental of materials and equipment

X d. Production of instructional materials

✓ e. Supplies

X f. Contractual services

✓ g. Repair/replacement of materials and equipment
✓ h. Travel
✓ 4. LR expenditures are initiated in the LR unit
✓ 5. Bidding requirements for materials are non-restrictive
✓ 6. Purchasing of materials is a regular, on-going process (not an annual or semi-annual process)
✓ 7. Equipment purchased is based on instructional need

Section IV (177 points) Instructional System Components

A. STAFF

X 1. The LR chief administrator is knowledgeable about all media services provided at the college
✓ 2. The LR unit heads are knowledgeable about their areas of operation
✓ 3. There is an adequate number of LR professional staff
X 4. All LR staff ultimately report to the LR chief administrator
✓ 5. Professional staff members have degrees and/or experience appropriate to their position
X 6. Professional staff members have faculty status, benefits and obligations; this includes
  X a. tenure
  ✓ b. sick leave
  ✓ c. sabbaticals
  ✓ d. vacation
  ✓ e. retirement
  ✓ f. provisions for professional development
  ✓ g. pro-rated 12 month compensation
✓ 7. Professional development is expected of all LR staff; the administration provides
  ✓ a. consultants for staff development sessions
  X b. travel funds for regular attendance at meetings, workshops, etc.
X 8. Teaching assignments are considered dual loads, and are calculated as such
X 9. There is an adequate number of LR support staff
X 10.* There is an adequate number of student assistants

B. FACILITIES

X 1. The LR chief administrator is involved in all LR facilities planning activities
X 2. The LR chief administrator is involved in all other facilities planning where LR are to be used
X 3. There is adequate space provided for LR program
✓ 4. Space is provided in LR facility for various learning situations
X 5. LR facilities are centrally administered by the LR chief administrator
✓ 6. LR facilities are attractive, comfortable, accessible and encourage use of LR materials
✓ 7. Special equipment for various learning activities (computer, TV, electronics, etc.) can be used in LR facilities

C. EQUIPMENT

✓ 1. There is Instructional Equipment: it is
  X a. Centrally administered
  X b. Provided in adequate number
  X c. Sufficient for minimum level for production

D. MATERIALS

✓ 1. There is an adequate number of materials available
X 2. The materials are properly distributed among the various categories
X 3. The annual growth rate of the collection is at least five (5) percent
X 4. There is a written statement of acquisition and production of materials
✓ 5. Materials are bought, leased/rented, borrowed, received as gifts, produced.
X 6. All materials are organized for use
X 7. The purchasing/acquiring responsibility rests with the LR chief administrator (not faculty or others)
✓ 8. There is a "board" policy concerning gifts to the LR program
✓ 9. The LR staff comply with copyright procedures
X 10. There are local, regional, national and international newspapers available
✓ 11. Government documents are collected
✓ 12. Pamphlet/vertical files are maintained
✓ 13. Recorded and other media are available
✓ 14. Materials are properly cared for, conserved, repaired and weeded
✓ 15. The LR program serves as the college archives

Section V. (273 points) Services

X 1.* Proper facilities are available for LR services to be rendered
✓ 2.* Proper atmosphere exists for LR services to be effective
✓ 3. Professional staff are available to assist users in use of LR and to assist faculty in instructional development
✓ 4.* LR facilities are clean and well-maintained.
X 5. LR materials circulate to students for out-of-building use
✓ 6. LR materials circulate to faculty for out-of-building use
✓ 7. Materials are borrowed from other library/media facilities
✓ 8. Materials are loaned to other library/media facilities
✓ 9. Periodicals, both current issues and backfiles, are available for use
✓ 10. Other printed materials (pamphlets, flyers, brochures, etc.) are available for use
✓ 11. Microforms are available for use
✓ 12. Audiovisual materials are available for use
X 13. In-house group use of audiovisual materials can be accomodated
✓ 14. Direct loans are made to community (non-student) members
✓ 15. Direct loans are made to students and faculty of other institutions
✓ 16. Group tours of LR facilities are available to campus visitors.

X 17. Group meetings can be accomodated in LR facilities
✓ 18. Telephone reference service is provided
✓ 19. Assistance with research projects is provided
✓ 20. For students, faculty and staff, directional reference questio are answered
✓ 21. For students, faculty and staff, brief, ready reference service is available
✓ 22. For students, faculty and staff, extensive reference service is available
✓ 23. Assistance in the use of LR materials is provided to physically handicapped persons
✓ 24. Referrals to outside agencies are made for further assistance
✓ 25. Telephone verification of ownership of materials is provided
X 26. On-line reference services are utilized
✓ 27. Brief bibliographies (10 items or less) are compiled
✓ 28. Extensive bibliographies are compiled
X 29. Informational and current awareness services are available
✓ 30. Individual assistance to faculty for solving instructional problems is available
X 31. The LR staff serves on "teams" involved in instructional projects
X 32. "New faculty" are oriented to LR program
X 33. Distribution and delivery services of equipment are provided for short-time loans (one week or less)
X 34. Distribution and delivery services of equipment are provided for long-time loans (more than one week)
X 35. Distribution and delivery services of equipment are provided for off campus use.
✓ 36. Materials are available for classroom and group use for short-time use (one week or less)
✓ 37. Materials are available for classroom and group use for long-time use (more than one week)
✓ 38. Materials are available for classroom and group use for off campus use
X 39. Television closed-circuit services are available for programs owned by the LR program
X 40. Television closed-circuit services are available for programs rented or borrowed
X 41. Production facilities are available for Audio recording and duplication
✓ 42. Production facilities are available for Video recording and duplication: they are also available for
✓ 43. Graphics production,
✓ 44. Transparency production,
✓ 45. Slide production,
✓ 46. Other photography production,
✓ 47. Dry-mounting and laminating, and
X 48. Duplicating/copying services.
X 49. Equipment maintenance is provided for by the LR staff
X 50. Equipment maintenance is provided for On-Site use
X 51. Equipment maintenance is provided for by use of contractual services

✗ 52. Projectionist services are available for classroom projection

✗ 53. Projectionist services are available for recreational and community projection

✓ 54. Displays and public relations are provided for; this includes use of

- ✓ a. Bulletin board displays
- ✓ b. Exhibits
- ✓ c. Informational publications

Section VI (5 points) Inter-Agency Cooperative Activity

✓ 1. Cooperative arrangements are made for resource sharing with other institutions.

POINT SCORES

	possible points	actual score
Section I	20	5
Section II	43	13
Section III	43	30
Section IV	177	84
Section V	273	173
Section VI	5	5
Total	561	310

Springfield Technical Community College
COLLEGE

Springfield, Mass.

* indicates subjective assessment on part of investigator as to adequacy/inadequacy

Appendix D

LIBRARY - LRC HOLDINGS FOR FISCAL YEAR 1978

LIBRARY - L R C HOLDINGS FOR FISCAL YEAR 1978

	Berkshire	Bristol	Bunker Hill	Cape Cod	Greenfield	Holyoke	Mass. Bay	Massasoit	Middlesex
Books	39,209	28,100	20,014	46,058	36,401	44,827	39,168	55,411	28,063
Microforms Reels	5,213	6,956	2,053	5,543	2,132	3,867	4,139	6,902	100
Microforms Fiche	993	318	615	12,479	2,301	13,229	9,237	0	310
Documents & Pamphlets	935	250	106	4,800	475	10,164	2,532	4,640	1,137
16mm Films	204	224	86	96	149	213	317	9	119
8mm Films	0	2	0	0	0	0	128	0	10
8mm Film Loops	42	303	10	192	161	63	375	105	82
Phonodiscs	1,118	1,458	45	1,023	1,207	1,107	2,447	763	388
Audiotapes	1,244	2,150	517	215	709	708	1,740	156	791
Video Tapes	10	230	317	30	15	257	333	392	82
Slides	1,000	5,738	3,433	2,620	3,347	958	7,144	733	1,192
Filmstrips	0	282	146	45	282	40	203	0	34
Transparencies	0	1,394	282	51	1,249	119	1,441	2,590	333
Kits	85	787	340	322	177	88	158	72	156
Maps, Charts and Prints	51	44	33	50	117	91	1,068	5	102
Total	50,104	58,236	27,997	73,524	49.729	75,729	70,424	71,778	32,899

LIBRARY - L R C HOLDINGS FOR FISCAL YEAR 1978

	Mount Wachusett	Northshore	Northern Essex	Quinsigamond	Roxbury	Springfield	TOTAL
Books	51,341	43,432	45,592	51,739	10,575	41,000	539,190
Microforms Reels	5,457	2,506	27,592	2,188	408	347	75,403
Microforms Fiche	132	4,278	131,376	5	0	1,668	176,941
Documents & Pamphlets	2,166	2,100	500	600	100	5,250	35,756
16mm Films	217	82	265	179	8	424	2,592
8mm Films	12	0	22	48	0	0	222
8mm Film Loops	202	10	188	129	150	371	2,383
Phonodiscs	1,155	798	1,367	1,765	164	454	18,259
Audiotapes	4,000	374	764	641	662	1,326	15,997
Video Tapes	1,000	475	500	175	8	64	3,888
Slides	5,000	1,280	4,364	986	1,609	2,235	41,906
Filmstrips	103	210	229	383	430	293	2,680
Transparencies	430	55	211	376	412	704	9,647
Kits	186	11	238	2	470	1,149	2,805
Maps, Charts and Prints	188	50	1,720	25	0	173	3,717
Total	71,589	62,851	190,106	59,223	14,996	55,458	964,643

Appendix E

QUANTITATIVE STANDARDS FOR MASSACHUSETTS COMMUNITY COLLEGES

Portions of this standard are currently being modified.

Proposed Quantitative Standards for Massachusetts Community Colleges

To provide students and faculty in comprehensive community colleges with a wide range of resources from which they can learn and teach, the colleges need to develop a complete learning resources program. One of the vital components of this program is the materials collection. Although it is now simplistic to state it, the quality of the collection in a learning resources center is more important than quantity. However, quantitative figures are essential to justify budget requests. Since national guidelines* provide no quantitative measures, individual state community college systems have devised their own materials standards. In this document, the Massachusetts Council of Community College Library/Learning Resources Directors (CCLLRD) presents a quantitative method for determining an adequate learning resources collection for the public community colleges in the Commonwealth. This is not considered a final solution to the problem of how large or small a learning resources center collection should be; it is a foundation for the CCLLRD, Massachusetts Board of Regional Community Colleges, individual colleges, legislative funding authorities, and Secretary of Education to use to begin to cope with the difficult questions encountered in budgeting and planning for the community college learning resources center. It is hoped and expected that these agencies, committees, and groups can work together in the future to make the standard a viable one for the system of community colleges in the Commonwealth.

The basic unit of this standard is the Instructional Resource Unit (IRU). One IRU is equivalent to one volume based on its average cost for the last year. Charts A and B outline the IRU concept.

The reason for devising this new unit of measure is simply that no other guidelines or standards exist which consider non-print materials. Because large segments of community college learning resources center budgets are spent on non-print materials, the Council of Library/Learning Resources Directors strongly believes that a set of standards should reflect these varieties of materials. At the same time, it is impossible to demand that every community college have the same kind of collection. The composition and philosophies of the faculty as well as the students will determine the kinds of materials needed.

Thus, while this quantitative standard provides guidelines for acquisition of materials, it is the bottom line, or total number of IRU's which is most important in determining adequacy or deficiency. One college may elect to put most of its IRU's into films or slides, while another may choose books. One may choose the total diversity outlined in the chart; another may exclude as many of the types of material as desired.

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* Published and endorsed by the American Library Association, American Association of Community and Junior Colleges, and the Association for Educational Communications and Technology

Since the goals of Massachusetts community colleges do not project daytime FTE enrollment above 5,000, the standard reaches its maximum at that size. The total IEU will be the standard for measurement. The computation of the figure will need to be revised annually for the standard to remain valid. The total number of IEU's in each format category provide a standard against which a collection can be measured. Some colleges may need larger collections and justify this need; in rare cases, a smaller collection might be justified. In most community colleges a collection of the size in the standard would be required to meet the needs of diverse curriculum offerings and students' educational levels.

To keep any collection of materials current and useful requires regular effort and expenditure. This necessitates an operational or maintenance budget. When the learning resources center collection has grown to its maximum size, a maintenance budget of 5% of the total collection plus current periodicals is considered ideal. Maintenance budgets are determined as presented in Chart C.

Collections will not necessarily grow larger, unless the individual college plans growth. Instead, while new material is added, outdated material will be discarded or used in other ways, depending on the objectives, growth policies, and facilities of the individual colleges and their learning resources centers.

The figures in this proposed standard were obtained by studying standards adopted by community colleges in many other states, including New York[2], California[1], and Illinois[3]. In addition, the professional knowledge and direct experience of the 15 directors of community college learning resources centers in Massachusetts provided a foundation on which to build this quantitative standard.

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[1] Bock, D. Joleen. "Factors in Space Planning for the Learning Resource Center." Library Journal Special Report #1: Library Space Planning. (New York: R.R. Bowker, 1976), pp.30-35.

"Suggested Guidelines for Learning Resource Centers in California Community Colleges." (Unpublished document from California Community Colleges Library Resources Association, Sept. 1974.)

[2] "Report of the Advisory Committee on Academic Libraries for New York State." (Albany State Education Department, 1973.)

[3] "Quantitative Standards for Illinois Community College Learning Resource Centers." Illinois Libraries 59 (February 1977): 115-20.

Chart A

AVERAGE PRICES AND INSTRUCTIONAL RESOURCE UNIT (IRU) EQUIVALENTS

		Average Price	IRU Equivalent
1.	Books	$18.03*	1.0
2a.	Microfilm reels	$10.90	.5
b.	Other microforms	$1.00	.1
3.	Government documents, pamphlets	$2.00	.1
4.	16mm films	$360.00	20.0
5.	8mm film loops	$30.00	1.6
6.	8mm reel-to-reel films	$234.00	13.0
7.	Phonodiscs	$9.00	.5
8.	Audio cassettes	$9.00	.5
9.	Video cassettes	$234.00	13.0
10.	Slides	$1.40	.1
11.	Filmstrips	$24.00	1.3
12.	Transparencies	$3.66	.2
13.	Kits	$54.00	3.0
14.	Maps, charts, prints, etc.	$9.00	.5
15.	Periodical subscriptions	$24.59**	None

*Average 1977 price. Publishers Weekly February 20, 1978.

**Average 1977 price. Library Journal July, 1977.

April, 1978

Chart B

FTE STUDENTS	1,000		1,500		2,000		2,500	
	Quan.	IRU Equiv.	Quan.	IRU Equiv.	Quan.	IRU Equiv.	Quan.	IRU Equiv.
Books	33,000	33,000	37,000	37,000	41,000	41,000	45,000	45,000
Microfilm reels	2,300	1,150	3,600	1,800	4,900	2,450	6,200	3,100
Other microforms	2,000	200	3,000	300	4,000	400	5,000	500
Gov. Documents, pamphlets	3,000	300	4,000	400	5,000	500	6,000	600
16mm films	200	4,000	300	6,000	400	8,000	500	10,000
8mm film loops	300	480	350	560	400	640	450	720
8mm reel-to-reel	50	650	75	975	100	1,300	125	1,625
Audio discs	1,000	500	1,500	750	2,000	1,000	2,500	1,250
Audio tapes	1,000	500	1,500	750	2,000	1,000	2,500	1,250
Video tapes	200	2,600	300	3,900	400	5,200	500	6,500
Slides	3,000	300	4,500	450	6,000	600	7,500	750
Filmstrips	500	650	750	975	1,000	1,300	1,250	1,625
Transparencies	1,000	200	1,500	300	2,000	400	2,500	500
Kits	200	600	300	900	400	1,200	500	1,500
Maps, charts, prints	500	250	750	375	1,000	500	1,250	625
TOTALS		45,180		55,135		65,730		75,045
Number of Periodical Subscriptions	300		350		400		450	

3,000		3,500		4,000		4,500		5,000	
Quan.	IRU Equiv.	Quan.	IRU Equiv.	Quan.	IRU Equiv.	Quan.	IRU Equiv.	Quan.	IRU Equiv.
49,000	49,000	52,000	52,000	55,000	55,000	57,000	57,000	59,000	59,000
7,500	3,750	8,800	4,400	10,100	5,050	11,400	5,700	12,700	6,350
6,000	600	7,000	700	8,000	800	9,000	900	10,000	1,000
7,000	700	8,000	800	9,000	900	10,000	1,000	11,000	1,100
600	12,000	700	14,000	800	16,000	900	18,000	1,000	20,000
500	800	550	880	600	960	650	1,040	700	1,120
150	1,950	175	2,275	200	2,600	225	2,925	250	3,250
3,000	1,500	3,500	1,750	4,000	2,000	4,500	2,250	5,000	2,500
3,000	1,500	3,500	1,750	4,000	2,000	4,500	2,250	5,000	2,500
600	7,800	700	9,100	800	10,400	900	11,700	1,000	13,000
9,000	900	10,500	1,050	12,000	1,200	13,500	1,350	15,000	1,500
1,500	1,950	1,750	2,275	2,000	2,600	2,250	2,925	2,500	3,250
3,000	600	3,500	700	4,000	800	4,500	900	5,000	1,000
600	1,800	700	2,100	800	2,400	900	2,700	1,000	3,000
1,500	750	1,750	875	2,000	1,000	2,250	1,125	2,500	1,250
	85,000		93,955		102,910		110,865		118,820
500		525		550		575		600	

April, 1978

MASSACHUSETTS COMMUNITY COLLEGE LEARNING RESOURCE CENTER SURVEY

Statement of Purpose:

The Standards Committee designed this survey to count each Learning Resources Center's holdings (items purchased - cataloged and un-cataloged) both print and non-print and to translate these individual holdings (books documents, films, kits, etc...) into IRUs (Instructional Resource Units). It is hoped that we will obtain via this survey, sufficient information to determine each Community College's Learning Resources Center's relationship to the standard and then utilize such information to help establish realistic maintenance budgets for each Community College Learning Resources Center.

Instructions:

The definitions below will assist you in properly identifying your holdings, print and non-print. Please, when counting items in each category, count single items - not titles. After you have counted the items in each category, please translate into IRUs (Instructional Resource Units).

Definitions:

BOOKS	A bound set of printed sheets of paper usually between covers forming a volume of some bulk. This category includes bound periodicals.
MICROFORMS	Materials photographically reduced in size for storage and protection, requiring enlarging instruments for viewing. Microforms include all such materials as reels of microfilm, microcards, microfiche - to include ultra-fiche. Each microform (not titles) is to be counted.
DOCUMENTS AND PAMPHLETS	(To include Government Documents). Documents and pamphlets are items not cataloged into the main or reference collection and generally located in a pamphlet or other special file.
16MM REELS OF FILM	Film, bearing a sequence of elements which create the illusion of movement when projected, generally with sound track and stored on metal reels. Each single reel (not title) of 16mm is to be counted.
8MM FILM LOOPS	8mm film loops are endless loops of motion picture film (with or without sound) contained in cartridge form. Each single 8mm film loop (not title) is to be counted.
8MM REELS OF FILM	Film, bearing a sequence of elements which create the illusion of movement when projected, generally without sound track (it could have a separate track in another format), and stored on metal or plastic reels. Each single reel (not title) of 8mm film is to be counted.

April, 1978

Definitions (continue):

PHONODISCS	Phonodiscs are audio records in disc form. Count each individual disc (not title) and do not count phonodiscs which are a part of a kit.
AUDIOTAPES	Audiotapes are audio records in tape form. There are two(2) formats for audiotapes: . Cassette - An enclose container for magnetic tape on reel to reel format. . Reel to Reel - Magnetic tape on open reel to reel. Count each cassette tape and reel to reel tape except those that belong to kits.
VIDEOTAPES	Videotapes are video records which are generally recordings designed for television playback, to include three(3) major formats: . Video Cassettes - Video record on magnetic tape enclose in a cassette container. . Videotape - A video record on magnetic tape. Open reel format. . Video Discs - A video record on a disc. Please count each videotape (not title) separately. Do not count tapes which are a part of kits and do not count blank video tapes.
SLIDES	A unit of transparent material 2 x 2 inches, 2 1/4 x 2 1/4, or 3 1/4 x 4 inches, rigid format (cardboard or plastic frame) designed for use in a slide projector. Count each slide individually except for slides considered parts of kits.
FILMSTRIPS	A roll of film containing a succession of images designed to be viewed frame by frame. Do not count filmstrips which are contained in kit form.
TRANSPAREN - CIES	Images produced on transparent material usually 8 1/2 by 10 inches. Designed for use on an overhead projector. Count single transparencies, do not count transparencies which are parts of kits.
KITS	Two or more media, generally boxed, coordinated materials designed to promote specific learning experiences. Count each individual kit.
MAPS, CHARTS, AND PRINTS	Maps - A flat representation of part or all of either the Earth or Universe. Charts - A sheet of information arranged in tabular or graphic form. Print - A reproduction made by printing or by pressure. Maps, Charts, and Prints, in this category, do not require equipment for listening or projecting.